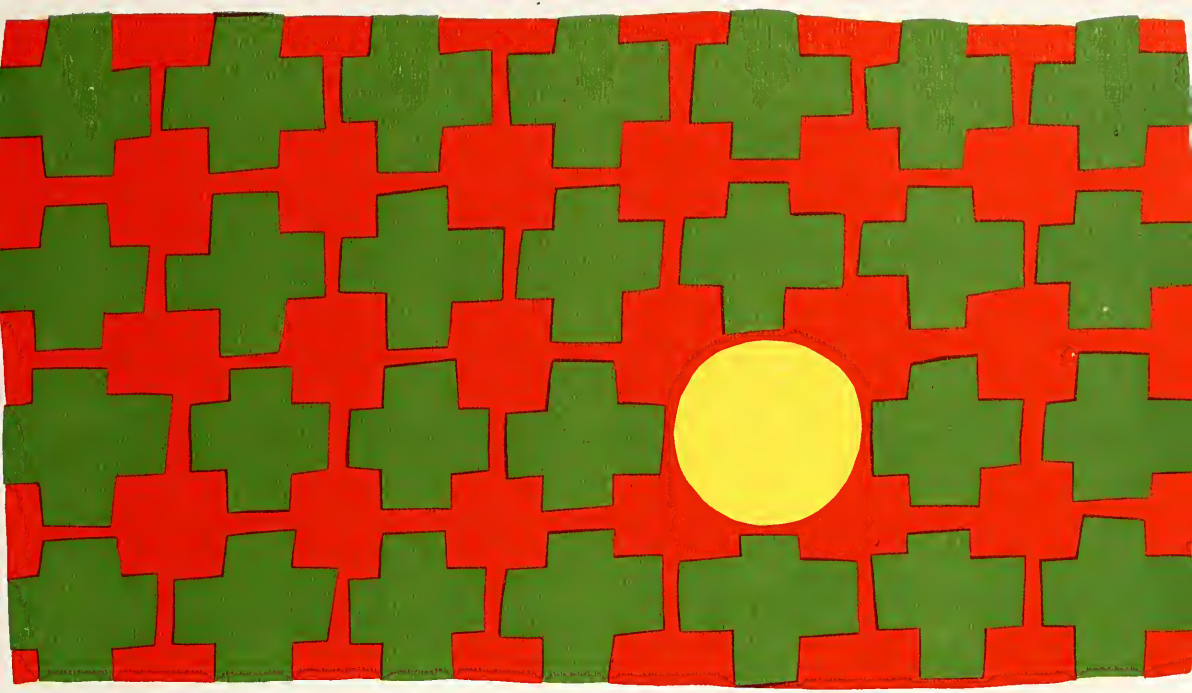

FLORIDA PRESBYTERIAN COLLEGE

ST. PETERSBURG, FLORIDA

Florida Presbyterian College received full accreditation from the Southern Association of Colleges and Schools in November, 1966. This was the earliest possible date the institution was eligible to receive accreditation and stands as a tribute to Florida Presbyterian's academic program and the faculty, staff and students who developed that program.

The excellence of its academic standards was also recognized by the Association of American Colleges in March, 1967 when it elected the College to full membership. Just two years earlier Florida Presbyterian College had been elected to associate membership, the first time in history a nonaccredited college had been so honored.

Florida Presbyterian College is independent and church related. Its enrollment is open to qualified men and women of all faiths—and more than a score of denominations are represented in the student body. The administration, faculty and students comprise a Liberal Arts community dedicated to the study of our changing world.

This is the purpose of Florida Presbyterian College: To impart to her students, against a background of Christian faith, a knowledge of men, the universe in which they live, the relationship between the two, and the relationship of both to the Creator.

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FLORIDA PRESBYTERIAN COLLEGE
ST. PETERSBURG, FLORIDA

This bulletin of Florida Presbyterian College contains general information about the College. For further information write Director of Admissions.

1968-69

FLORIDA PRESBYTERIAN COLLEGE

A Four Year, Coeducational, Liberal Arts College

Freedom of Understanding

This is a new age. No other group of college students has faced a future so bright with promise and opportunity and so challenging to man's intellectual and moral nature as the present generation. This catalogue, which presents the aims, ways, and means of Florida Presbyterian College, is designed to tell of a way of life in which college-aged youth may prepare themselves excellently for their dynamic futures.

Students as scholars are concerned with truth: its understanding, presentation, augmentation, critical analysis, and transmission. Our age is witnessing not only an explosion of population but an explosion of knowledge. Florida Presbyterian College offers its students unlimited opportunity to confront truth through a library of carefully selected volumes, fully equipped science and language laboratories, an exciting curriculum that emphasizes interdisciplinary and independent studies, and, most important, an exceptionally well-qualified faculty. Florida Presbyterian College's way of life is a searching experience, leading the student from the limitations of a little knowledge to the limitless freedom of understanding.

Students, as Americans, are free people; and only among free people can the learning process go on. In such an atmosphere there is no sin in having a new idea and no safety in giving simply lip service to an old idea. Education is a refining process through which the mind and spirit are at one and the same time liberated and captured.

The way of life of Florida Presbyterian College is an experience of growth leading the student from the confusions of youth to the commitments of maturity.

Man is more than body and mind. "The heart, too, must be fed." A college student's understanding of truth must be complete. God cannot be "the forgotten factor" in man's search. He made man free. Our use of freedom in our search for truth must be related to an awareness of God and a concern for the good. The way of life of Florida Presbyterian College is a "becoming" experience, leading the student through questions and debates to bring adequate moral judgments to the issues of life.

I invite young people, their parents, counselors, and our friends to consider sincerely the program illustrated herein and welcome any qualified student to life in our community.

William H. Kadel

William H. Kadel
President

To Open Horizons

Liberal arts, so called because their study liberates men and fits them for a place in a free society, means opened horizons. The central concern of Florida Presbyterian College is to lead her students to deeper insight, comprehension, and understanding of men, of our universe, and of the relations between the two. Through superior students, experimentation and Christian community, Florida Presbyterian College plants in her students a desire for knowledge and a love of wisdom and invites them to the satisfactions which the persistent pursuit of such ideals may afford.

Outstanding Students

Florida Presbyterian College actively seeks outstanding students. Trusting that our leaders tomorrow are the better students of today, Florida Presbyterian College trains them to be good leaders and to seek and to assume leadership. Certain kinds of curriculum and methods of teaching are possible and appropriate only with outstanding students. While Florida Presbyterian College has few rigid entrance requirements, it expects of her prospective students considerable attainment in academic subjects. In addition to scholarly achievement, students should display unusual breadth of interest and excellence of character conducive to the orderly transition from secondary school to college. Young men and women must be eager to learn to grow physically, intellectually, and spiritually. Above all, they must be ready to accept much of the responsibility for their own learning. Student enrollment reached 978 in 1967. The freshman class of 1966-67 had students from 27 states and five foreign countries.

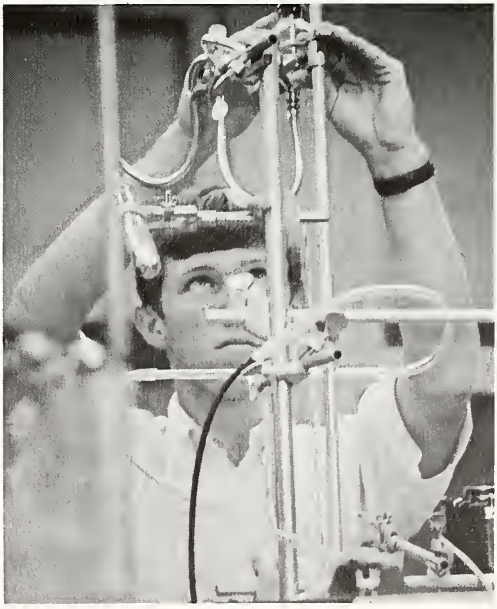
Living Research

Florida Presbyterian College exists to prove to the world that the minimum or average need not be the norm in education (or thinking) and to test the proposition that education can be both liberal and Christian. It adopts experimental attitudes in attempting to reach its goals through unique but carefully considered means.

We are engaged in **living research in higher education,** not merely in developing something we already have. The general direction of our research is to discover how students can most skillfully learn to make evaluations. Description and analysis are not sufficient, we believe, for moral education. They cannot be dispensed with; they are necessary in the search for truth. But the search for truth cannot stop with them. Truth requires judgment and choice based upon moral presuppositions. The formulations of standards of judgment as a conscious intellectual activity and the habitual judgment of such standards are an indispensable part of education. We do not presume that Florida Presbyterian College is the first college to assume the necessity of a moral end of education, but we are experimental in trying to find out how best such an end can be realized.

Motivation

Florida Presbyterian College thus has a deep concern for its students. It seeks to stimulate growth — the student's realization of individual potential — and encourages individual attainment. With the fundamental aim of the College community to make students aware of the seriousness of their vocation, students, throughout their undergraduate careers, exercise their powers of decision on the basis of informed and thoughtful judgment consciously pursued.



A Christian Community

In still another way we are probably more experimental than in any other: we are trying to find out what a Christian College is! Those who have studied the idea longest and hardest agree that people in general have no clear-cut idea of what a Christian college is or should be and that disagreement is to be expected. Still we are all united in believing that there should be a college in which the presuppositions are avowedly Christian.

Truth, freedom and Christianity have inevitable connections whether in the search, the heritage or the government of a Christian college. And we have a vision of a **Christian community** which is not monastic in separating dedicated persons from the world but which prepares dedicated people to go into the world and witness through the exercise of their intellect. This witness, we pray, will prove to the world that a Christian education best fits people for life, liberty and the pursuit of happiness for others.

A private, accredited, coeducational, liberal arts college, founded and maintained by the Presbyterian Churches, both U.S. and U.P.U.S.A., Florida Presbyterian College acknowledges as primary in the search for truth a knowledge of God and of ourselves as revealed in Jesus Christ. The College examines and nurtures beliefs and recognizes faith as a probing and vitalizing force.

Dedicated to the inspiration of a strong sense of Christian obligation for involvement and leadership in local and global events, the College is equally dedicated to the proposition that its doors are open to qualified students of all faiths.

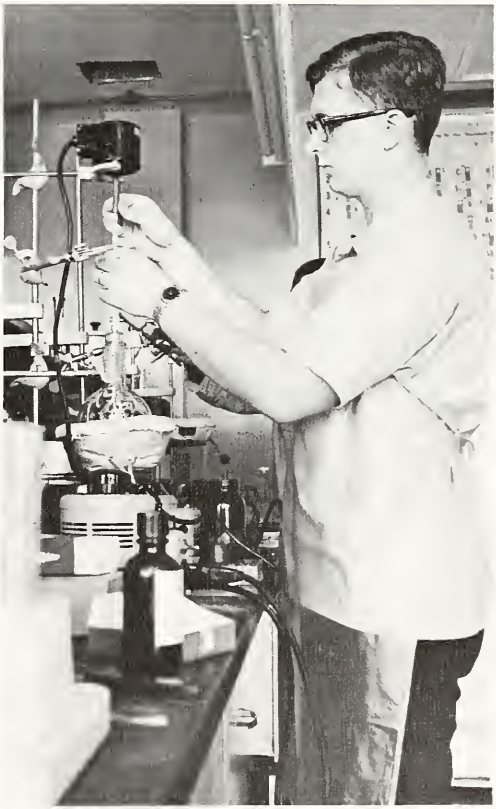
Prospective students, regardless of major field of study and plans beyond the undergraduate years, will find in Florida Presbyterian College educational experiences basic to lasting satisfaction, personal integration and social usefulness. The program of liberal arts, complete in itself, is eminently practical, regardless of a student's intended vocation or avocation. In addition, the College provides specific pre-professional training for the ministry, medicine, law, education, business and graduate work in specialized fields.

Florida Presbyterian College aims to provide life-long attitudes of always seeking deeper, fuller comprehension, of always seeking the whole view, and of always following courses of action to extend capabilities and responsibilities for personal and community betterment.

Learning is Personal

Florida Presbyterian College is a unified academic community in which each member's recognition and security depend on his freedom to pursue scholarship and to associate with others. Here **learning is personal** and widely varied because of the realization that knowledge comes from others of differing as well as similar backgrounds and pursuits. We employ both conventional and unconventional methods in the search for truth to provide insights and skills which train and excite our students' intellects and emotions for creative and imaginative expression.

In guiding our students' development, we afford them innumerable opportunities to learn emotional independence, the necessity for individual questioning, and the right and duty of personal judgment. Thus, Florida Presbyterian College cherishes freedom of thought. For its entire academic community — students, faculty, staff — the College insists upon respect for human dignity and individual moral responsibility supported by the belief that humanity was created for one great co-operation. Thus the College confronts students with the conflicts of cultures, affording them an opportunity to intensify their own search for meaningful and applicable values. Students learn to arrive at new and broader understandings of themselves and their studies in relation to culture, creation and the ultimate.



AIMS

A Fresh Start

Founded in the tradition of the great American liberal arts schools, Florida Presbyterian College has been singularly blessed from its beginning. The founders, trustees, staff and faculty have together pursued a policy of experimentation. This policy has been not to cast out what has proved successful in education of the highest quality, but rather with a fresh start to develop and adopt new approaches, programs, facilities and procedures. Already the curriculum and the campus, planned by architects and educators, have captured national attention and enthusiasm among those concerned with meeting the vastly increasing demands for higher education in the United States for superior students.

To carry out a college program of the first order efficiently and at a minimum cost, students themselves undertake independent learning during their four years. The program generates independence of thinking and study to produce fuller understanding, to inspire personal initiative and to develop acceptance of responsibility. The entire program emphasizes independent study, under faculty guidance and review, and elicits and maintains individual responsibility through specific means.

Core Courses

To promote a community of learners and to demonstrate the interrelatedness of knowledge, Florida Presbyterian College asks every student to take at least one course which all students in his year are taking. These are the **Core courses** taught co-operatively by professors of all academic disciplines of the college. In these, students pursue with the group and on their own a critical understanding of the major attempts of man to interpret his purpose and to organize his experience through the analytic and historic study of works and institutions.

Independent Study

Proficiency rather than fulfillment of course requirements is the measure of accomplishment and admission to advanced studies. Thus performance (e.g., on placement tests) rather than credit previously earned admits students to advanced work in the Core courses, languages, sciences and mathematics and determines progress toward a degree. In many areas, students can work independently, preparing themselves for advanced standing, doing research and writing papers, and receive recognition for their work without attending lectures and classes. Hence a student may accelerate his education during the school year and the summer months at home according to his capabilities and secure the full recognition for work done independently which normally is certified by course credits.

Studies Abroad

To increase in our students an appreciation of their own country's values as well as a sense of world community, Florida Presbyterian College arranges a variety of study abroad opportunities. During Winter Term there are group studies, and in approved instances students may travel independently to work on self-directed projects planned in cooperation with a sponsoring faculty member. As a member of the Associated Mid-Florida Colleges, Florida Presbyterian College invites its students to participate in a year-abroad program in France, Germany or Spain. The College also sponsors Summer Institutes abroad centered in England, Germany, the Near East, Africa, India, Hong Kong, Japan, Jamaica and Mexico. The Summer Institutes and the year-abroad program are planned with the cooperation of institutions abroad, and appropriate credit is awarded by Florida Presbyterian College upon satisfactory completion of academic requirements.

Size of Classes

Florida Presbyterian College has few middle-sized classes. They are either large enough to encourage independent work and the exchange of ideas within the whole community or small enough to permit discussions in which learners (that is, both teacher and students) explore, debate and form conclusions together. Both large and small groups place increasing responsibility on the student and give him two different kinds of experience in learning. The large course contributes to the idea of community by assembling all students of a given year for lectures, panels, demonstrations, movies and concerts and by providing small groups where students test their personal reactions against those of their fellows in a free forum. The ratio of faculty to students is approximately 1:15. Student enrollment reached 978 in 1967.

Winter Term

The Winter Term is a special four-week period of independent study for all undergraduates. It comes between the fall semester, which begins early in September, and the spring semester, which begins early in February. With examinations for the fall semester over before the Christmas holidays, January is free for intensive study.

Designed to develop the qualities of self-discipline in pursuits requiring the student to be the prime explorer, the Winter Term asks him to work without the customary routine of classroom and lecture hall on a single problem growing out of his other studies and to present his findings in final form. With guidance he chooses and limits his subject, gathers material, organizes it and presents it as a paper, a short story, a painting, a piece of laboratory apparatus.

During this special semester, each professor directs the activities of about fifteen students. A student selects a professor to work under; sometimes the group works co-operatively on topics or problems announced in advance, and sometimes they work separately. Throughout the four weeks, the professor is available for consultation and guidance.

This intensive, independent study supplements the extensive work of the courses and thus affords unusual opportunity for the student during each of his four years to engage in extended, creative work not normally afforded in traditional undergraduate curriculums. Through the Winter Term at Florida Presbyterian College, the student not only works on his own to master a limited subject but may have the benefit of step-by-step evaluation of his work.

Some of these projects are conducted in foreign countries.

Primate Laboratory

Some of the most unusual research being conducted anywhere in the world is being carried out in the primate laboratory of Florida Presbyterian College.

There 28 rhesus monkeys are being tested under the direction of Dr. Wilhelm F. Angermeier, professor of psychology, in a project sponsored by the Aeromedical Research Laboratory, Holloman AFB, New Mexico.

Reactions of monkeys and of human subjects to situational stimuli are being measured and analyzed through experiments to determine adaptability to known and unknown environments.

Senior Seminar

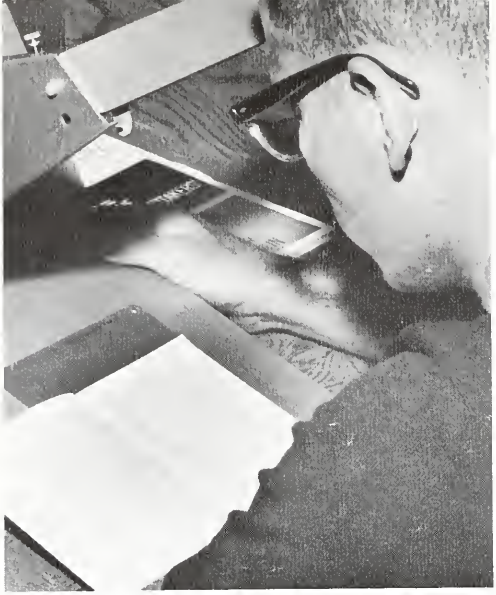
During his senior year, every student takes a seminar in his major field. Upon recommendation of their major professors, seniors may elect to pursue an independent program of study and research in addition to or in lieu of the senior seminar. They present the results of their work in thesis. Ordinarily, thesis research begins in the first semester of the senior year and extends throughout the second semester. A student may begin thesis work in the junior year.

The Writing Laboratory

Since academic success depends in great measure upon the written word, Florida Presbyterian College emphasizes a high degree of proficiency in writing, both in the selection of its students and in determining their progress. The College looks for students who do not require training in writing in a formal course of composition. It makes heavy demands upon them in their writing. Students learn to expect criticism from all their professors on their written work and help in planning papers and achieving effective style. In addition some staff members are available to help students overcome individual weaknesses. The writing laboratory enables students to form efficient procedures by providing a workshop for writing with a faculty consultant and appropriate reference books.

The Language Laboratory

A primary objective of studying a modern foreign language is learning to speak and understand it and the culture it conveys. The language laboratory facilitates this aspect of learning through aural-oral practice that the conventional classroom does not provide. The laboratory at Florida Presbyterian College operates thirty-five positions by remote control so that the student can work independently or as a member of a class. By merely dialing an appropriate number, the student can hear an instructional tape, record his own responses, and play it back for comparison and corrections. As many as a hundred different programs are available to the student at any time. Languages offered are Chinese, French, German, Russian, Spanish, Latin and Greek.



The Reading Laboratory

The College Reading Laboratory is well equipped, containing rate pacers, controlled readers and a library of reading texts. This laboratory provides both group work and attention to individual needs. With some suggestions and guidance from the instructor, the student works as independently as possible. A proficiency test is administered to all freshmen and transfer students. On the basis of this and other tests they learn whether they should work on special reading skills, or whether, though their reading is above average, they can profit by increasing their rate. Throughout their four years students can receive help in achieving efficient reading rates necessary to enable them to master the heavy reading assignments of our program.

The Science Laboratories

A student in the natural sciences has opportunity to undertake laboratory practice and research. Manual exercises and routine experiments (which are not experiments at all but repetitions) are minimized. Emphasis is rather on the student's acquiring the ability to understand theory and experimentation, exploring the appropriateness of methods and evaluating design and techniques. The small laboratory becomes the place for group discussion and provides occasion for exchange of ideas and procedures among students.

Natural and man-made laboratories combine to provide varied off-campus scientific study in the College's immediate area. The climate allows year-round field work in natural laboratories such as lakes, bays and land-area communities, and students can apply their knowledge of chemistry, physics, and biology to aquatic environments under a continuing research program. There is also a high concentration of excellently staffed laboratories concerned with electronics, nuclear physics and chemistry in many private and governmental research facilities in the area.

William Luther Cobb Library

Because the liberal arts college must be a reading college, the library is the center of the academic program. With our emphasis upon independent work, the library, gift of Mr. and Mrs. William Luther Cobb of Tarpon Springs, Florida, is the primary instrument in the educational process, the storehouse of the information, opinions and techniques necessary to a liberal education. Through open shelves and collections maintained in each dormitory, students have easy access to many books. The library not only supplies materials for reference, required reading and research papers but also compiles bibliographies, prepares exhibits and promotes interest in reading.

The initial ten-year goal of the William Luther Cobb Library is 100,000 volumes. At present there are 72,000 catalogued volumes on the shelves.

Cooperative Programs

Florida Presbyterian College participates with other institutions in three cooperative programs. These are:

1) Summer Institutes Abroad. Florida Presbyterian College cooperates with Austin College, Davidson College, Florida State University, and St. Andrews College in sponsoring summer institutes abroad. The study programs of these institutes are centered in England, Germany, the Near East, Africa, India, Hong Kong, Japan, Jamaica and Mexico. These institutes are planned with the cooperation of institutions abroad and appropriate credit is awarded by Florida Presbyterian College upon satisfactory completion of academic requirements.
2) Junior Year Abroad. As a member of the Associated Mid-Florida Colleges, Florida Presbyterian College cooperates in sponsoring a year of studies abroad for college Juniors. Centers of study have been established at the University of Madrid, the University of Freiburg, and the University of Strasbourg. At these universities, year-abroad students take part in the academic program of the university in the language of the university. Appropriate academic credit is awarded by the home institution.
3) Mound Park Hospital Program. Students who have completed a regular course of study for three years at Florida Presbyterian College may, in the fourth year, attend the School of Medical Technology at Mound Park Hospital in St. Petersburg. After successful completion of the 52 week Mound Park program, such students receive a Bachelor of Science degree from the College and certification from the Board of Registry of Medical Technologists of the American Society of Chemical Pathologists.

The Studios

The practice of art and music flourishes in the studios of Florida Presbyterian College. Here students may receive professional guidance individually or in groups of various sizes, or they may pursue independently the mastery of techniques. In the art studio a student works in many media. In the music studio he may study voice or the instrument of his choice. As a result of their studio work, students periodically offer exhibits of their paintings, prints and sculptures and present recitals to the College community and friends. In its emphasis upon the activities of the studios, the College encourages its students' personal involvement with the materials of the creative and performing arts.

The Campus . . .

. . . and Campus Life

Florida Presbyterian College provides a residential student life. Most of its undergraduates live on the breeze-swept, bay front campus in air conditioned buildings.

The young men and women in residence learn from their friends and associates as well as their professors. They acquire understanding, leadership and tolerance and they practice free, democratic choice of action. Non-resident students are invited to participate in all campus functions.

They are part of a liberal arts, academic community which occupies 55 buildings on 281 acres studded with palm, pine and live oak trees on the east shore of Boca Ciega Bay off the Gulf of Mexico. A mile to the south is the entrance to the famous Sunshine Skyway crossing the mouth of Tampa Bay.

The grounds and buildings were valued at approximately $12,000,000 in 1967. Expenditures totaling $25,000,000 by the end of the next decade are charted.

Present buildings include seven dormitory complexes capable of housing 968 students and four resident counselors.

The community center of the campus is the College Union; it serves all members of the College—students, faculty, alumni and guests. It includes a ballroom, bowling lanes, snack bar, billiard room and offices for student publications. More than a group of buildings, the College Union is an organization and a program. It is the hub from which evolves the social life of the campus. All students automatically receive membership in the College Union.

Among the buildings comprising the College Union are Fox Hall and Brown Hall. Fox Hall was named in honor of the late Rev. Dr. Francis Morton Fox by Mrs. Francis Fox. Brown Hall was named in honor of Mr. and Mrs. Herbert Benton Brown whose daughter, Mrs. Sarah Louise Halmi, is a member of the College's Board of Trustees.

The intellectual center of the College is the William Luther Cobb Library, gift of Mr. and Mrs. Cobb of Tarpon Springs, Fla. It already contains 72,000 of the 100,000 volumes for which it is designed.

The Dendy-McNair Teaching Auditorium and the F. Page Seibert Humanities Building are units of the Humanities Complex. The former,

donated by First Presbyterian Church of Orlando, is named for two former ministers of that church; the latter was named for a Daytona Beach philanthropist. The Forrer Language Center, including a modern teaching laboratory, is the gift of Dr. and Mrs. Samuel F. Forrer of Lakeland.

The Helen and Cecil Webb Health Center, a gift of Mr. and Mrs. Webb of Tampa, provides office and equipment for medical care for the College community. The administration building is named for its donors, Mr. and Mrs. William W. Upham of St. Petersburg Beach.

The Science Complex has three wings—a teaching auditorium, a biology laboratory building and a chemistry and physics laboratory building.

The Robert W. and Helen Roberts Music Center, named in honor of Mrs. Roberts of St. Petersburg and her late husband, provides a modern facility for the study and practice of music.

Completion of the Bininger Center for Performing Arts and the Ben Hill Griffin Chapel is expected in 1968.

Athletic facilities include an AAU swimming pool, baseball diamond, tennis courts and practice golf links. Students are encouraged to use these facilities.

The Basic Four-Year Program

FRESHMAN				
Fall	Core Program	Language	Mathematics or Logic	Elective
Winter	Independent Study and Research			
Spring	Core Program	Language	Mathematics or Logic	Elective
SOPHOMORE				
Fall	Core Program including Core Science		Language	Elective
Winter	Independent Study and Research			
Spring	Core Program including Core Science		Language	Elective
JUNIOR				
Fall	Core Program including Core Science		Two courses in Major	Elective
Winter	Independent Study and Research			
Spring	Core Program including Core Science		Two courses in Major	Elective
SENIOR				
Fall	Core Program	Two courses in Major		Elective
Winter	Independent Study and Research			
Spring	Core Program	Two courses in Major		Elective

Ordinarily a student takes the Physical Education program during his Freshman and Sophomore years.

The Curriculum

The College accepts and endorses the policy general in American education that a liberal arts program includes studies in the three principal divisions. Yet it does not accept the standard procedure of prescribing a certain number of courses in other than the major departments because it tends to an accumulation of courses not in any deep sense relevant to the intelligent development of the particular student or to his major course of study. Accordingly, it has established a policy of making the course of study unified for individual development and interests. The College does not specify attention to other fields as a given number of courses, but rather as a plan involving a student's unique experiences of programmed special readings connected with his main interest, of independent study, or of other devices. The principle operative in each case is that the plan of study be coherent and orderly and not defined as formal course credits.

In the formulation of the curriculum at Florida Presbyterian College consideration is given to major problems and developments in higher education. Specifically, these are (1) interdisciplinary study, (2) pre-professional study, (3) independent study, (4) qualitative assessment, (5) international dimensions of study, and (6) the role of basic values in curriculum definition. These are elaborated in a basic four year program. Students working with their advisers build on this basic curriculum adding to it and adapting it to their abilities and needs. The inter-disciplinary Core course provides a four-year liberalizing experience which makes learning an involvement and enduring experience.

The Winter Term exposes every student to independent study affording opportunity for individual pursuits. In addition individual proficiencies give students scope and choice in:

a. **Courses in the Major.** The several fields of major study stipulate various requirements (see Course of Instruction pp. 42). It should be noted that students may begin work in their major field as freshmen.

Majors are offered in:

Humanities—Art, Languages, Literature, Music, Philosophy, Religion;

History and the Social Sciences—Economics and Business Administration, History, Political Science, Psychology, Sociology and Anthropology;

Mathematics and the natural Sciences—Biology, Chemistry, Mathematics, Physics.

East Asian Area Studies.

Students may pursue a **divisional** or **inter-divisional major** consisting of ten or more courses of which six will represent concentration in one discipline with the additional courses related to this major.

b. **Language.** Students must demonstrate competence in speaking, reading and writing a foreign language and be familiar with the culture of a country to which the language is native. Competence sometimes is achieved through two college years of study following two years of high school study in the same language.

c. **Mathematics and logic.** Students take whatever mathematics they are ready for, or logic, in either the freshman or sophomore year.

d. **Other Courses.** The curriculum also provides specific preparation courses for graduate work in specialized fields, including law, medicine and the ministry. It also offers a program leading to certification to teach at the secondary level in most areas in which the College offers a major. The student interested in certification should apply to the Teacher Education Advisory Committee no later than the first semester of the Junior year. The internship is done in the local Pinellas County schools.

Degrees

Florida Presbyterian College awards the degrees of Bachelor of Arts to students in the Humanities and the Social Sciences and Bachelor of Science to students in Mathematics and the Natural Sciences. It is the intent of the College to institute a degree-granting program in Applied Science.

Requirements for Degrees

In the basic four year program the normal academic load carried by any student in any given year is distributed in a 4-1-4 pattern and the requirements for graduation are fulfilled by demonstration of a satisfactory level of achievement in:

a. the experience of the general interdisciplinary Core program;

b. a grasp of the fundamental methods and concepts in the humanities, social sciences and physical sciences;

c. proficiency at the third year level in a language other than the student's native language;

d. proficiency at the first year level in mathematics or logic;

e. competence in a major field of study;

f. skills in physical education;

g. independent study, particularly in the Winter Term of each year in residence;

h. speaking and writing;

i. reading skills and comprehension.

Ordinarily two academic years in residence are required for graduation.

Grades and Their Meaning

The evaluation of academic progress at Florida Presbyterian College rests on a student's response to educational opportunity rather than on the fulfillment of an arbitrary set of course requirements. Our standards emphasize quality rather than quantity, and our rewards and awards are for outstanding and creative work. To emphasize the greater importance of intellectual achievement than of grades, Florida Presbyterian College uses grades only for advisory purposes and for the transfer of credit to other institutions. In advising students, we use the grades of H (honors), S (satisfactory) and U (unsatisfactory).

Honor System

Student government is an important part of campus life at the College. Collective action by undergraduates in self-government is vital to the College program. Basic thereto is the Honor System, enforced by the students themselves. All student activity, academic and social, presupposes it. Predicated on Christian values, in its practice it contributes to the development of emerging, mature human beings. The College encourages a full, satisfying and meaningful campus life involving all students. Students organize and conduct social functions, publications, intramural sports, organizations, and special events like concerts.

Freshman Admission

Admission to Florida Presbyterian College is based upon past academic performance in mathematics, science, literature, language and social studies, achievement on examinations; and personal qualifications such as character, special talents, range of interest, poise, maturity and personal development. The ability which the student has to profit from and contribute to the learning community is emphasized. Anyone deemed undesirable because of his conduct and character may be refused admission or, as a student, may be requested to withdraw from the College at any time.

Procedures For Application

a. The candidate for admission to Florida Presbyterian College should initiate his application for admission by directing a request for the application form and transcript form to the Director of Admissions.

b. The formal application for admission must be completed and returned to the Director of Admissions with an application fee of $10. (The fee is not refundable.) The applicant must request the proper administrative officer of the high school from which he is to be graduated to send a transcript of his record to the Director of Admissions of Florida Presbyterian College.

c. Applicants must arrange to take the Scholastic Aptitude Test offered by the College Entrance Examination Board. The results of the tests should be submitted to the Director of Admissions of the College. It is recommended that the applicant take his Scholastic Aptitude Test in December of his senior year. Scores from the January, March, May, and July dates are acceptable; however, the results from the December testing are preferred. Scholastic Aptitude Test scores from a testing in the junior year may be used to admit students before the December test results are processed. However, all applicants are requested to take the Scholastic Aptitude Test during their senior year. Florida Presbyterian College recommends, but does not require, that applicants take the following Achievement Tests: Mathematics I or II and English.

Testing centers throughout the country give the Scholastic Aptitude Test at specified times. At least six weeks before the date of any of the tests, the candidate should apply directly to the College Entrance Examination Board, Box 592, Princeton, New Jersey. The Board sends an information booklet giving full details about testing centers and the tests available, and will mail the test results directly to the colleges designated by the applicant.

Scholastic Aptitude Test

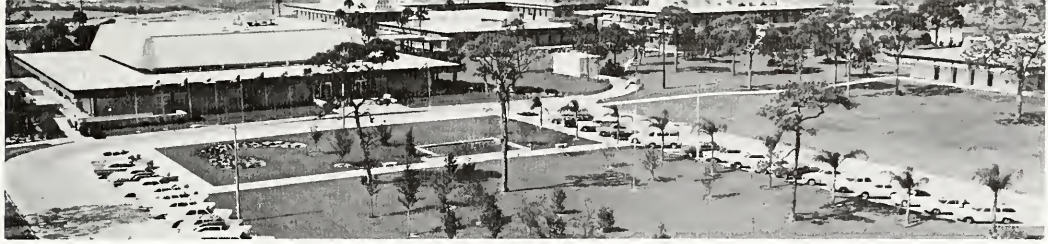
Registration Before		Registration with Penalty		Until Test Given:	
October	28	November	11	December	2
November	25	December	23	January	13
February	3	February	17	March	2
April	6	April	20	May	4
June	15	June	29	July	13

The applicant for admission to the Freshman class should have completed the graduation requirements and demonstrated academic competence in a high school or preparatory school accredited by a state or regional accrediting agency. Even though the academic record will not be judged primarily on specific units of work, students entering Florida Presbyterian College are expected to have, generally: four years of English, three years of mathematics, two years of language, one year of history and one year (preferably two) of science.

NOTIFICATION OF ACCEPTANCE

The Admissions Office of Florida Presbyterian College will prepare a file on each candidate for admission. This compilation will include the original request for an application, transcripts from the high school or preparatory school, test scores, personal recommendations and any other pertinent data submitted by the applicant or gathered by the Admissions Office.

The Admissions Committee of Florida Presbyterian College meets at regular intervals during the school year. The first of the regular meetings takes place in November, and if a candidate for admission has completed his formal application, including a high school transcript which is complete through the junior year and Scholastic Aptitude Test scores, it is possible for the Committee to act upon the application at



that time. Acceptance by the Committee at this time does not mean that the candidate is obligated to attend Florida Presbyterian College.

When an application for admission is submitted to the Admissions Committee and action has been taken, the Director of Admissions will notify the candidate of the status of his application. The candidate may be accepted pending successful completion of his senior year, he may be denied admission to Florida Presbyterian College, or he may be requested to supply additional information which will help the Admissions Committee make a final decision. Candidates who are for any reason in doubt about the status of their application should write directly to the Director of Admissions.

COLLEGE VISITATION

A visit to the Florida Presbyterian College campus is highly recommended. Please telephone or write to the Admissions Office for an appointment.

ADVANCED PLACEMENT PROGRAM

Courses will be honored at Florida Presbyterian College on the basis of scores on the Advanced Placement Examination administered by the College Entrance Examination Board. Scores of three, four, and five will automatically certify the student in the course covered by the examination. Scores of two will be referred to the staff of the appropriate discipline for recommendations concerning possible credit. No credit will be allowed for scores of one.

TRANSFER ADMISSION

A student at another college or university wishing to transfer to Florida Presbyterian College must complete the requirements for admission already listed, and submit a transcript of his college record with a catalogue and a statement from the college of his academic standing and personal qualifications.

Transfer applicants who have previously taken the Scholastic Aptitude Test may submit these scores or arrange to retake this examination. If the applicant has not taken the Scholastic Aptitude Test, he must arrange to do so. All applicants must submit results of the Scholastic Aptitude Test to the Director of Admissions of Florida Presbyterian College.

The transfer of credit from other institutions of higher education approved by the Regional Accrediting Agency depends upon the correspondence of the courses to those offered at Florida Presbyterian College and the approval of the academic division concerned. Grades below C are not acceptable for transfer.

SPECIAL ADMISSION

Some students academically too advanced for further high school study or more than twenty-one years old, may have the entrance requirements waived. The Admissions Committee considers such cases individually.

CANDIDATE'S REPLY

All candidates (including financial aid applicants) will deposit $50 with the Director of Admissions by May 1, if admitted prior to that date. Applicants admitted after May 1 will be expected to make this deposit within two weeks after acceptance. This money though not refundable, is applied toward the comprehensive charges upon enrollment.

A medical examination form will be sent to each candidate who has paid the $50 acceptance fee. This form should be completed and returned to the Director of Admissions before the due date which is listed at the top of the form. No student will be allowed to register until this form is completed and on file.

ORIENTATION

All new students, freshmen and transfers, will be asked to report to the campus on August 30, 1968, for orientation. The orientation period offers a relaxed atmosphere for meeting with college staff, pre-registration, course counseling and placement testing. Information about the orientation will be mailed on July 1, 1968, to all applicants who have paid the $50 acceptance fee.

Costs

A college education of high intellectual challenge is of lasting value and, like most things of value, is costly. Only ignorance is more expensive. Private, non-tax supported institutions such as Florida Presbyterian College make every effort to keep the cost of education down and, as a result, the student pays only a portion of the actual expense of his education. The portions paid by the student are as follows:

Annual Expenses

Resident Students

Comprehensive charges - $2,615 (double room)
Comprehensive charges - 2,715 (single room)

Non-Resident Students

Comprehensive charges - $1,593

These charges include cost of room and board, post office box, library, athletic activities, health program, laboratory operations, studio facilities, accident and health insurance, guidance program, and state food sales tax. All rooms are air-conditioned during the months of September, October, November, March, April and May. The College assumes no liability for utility breakdown over which it has no control. All students living on campus are required to deposit $5 for room breakage and $1 for key.

An assessment of $25 has been voted by the students to underwrite student-sponsored programs, publications, and similar student functions. The Student Government Association has authorized the Comptroller's Office to collect this assessment which is in addition to the annual expenses.

EXTRA FEES: All new students are charged an orientation fee of $12. Students with automobiles must pay a $20 annual parking fee. *Music.* Private instruction in music is approximately $210 per year for one hour a week and $105 per year for one-half hour. *Graduation Fee.* $15 to cover cost of diploma and rental of cap and gown.

All accounts are due and payable on term basis September 1 and January 15. All unpaid accounts from a prior term must be paid before students will be permitted to register for the current term. All accounts must be paid by December 1 and May 1 before students will be permitted to take final examinations, obtain a transfer of credits, or be graduated. Specific financial information may be obtained by writing the Comptroller. The booklet "Financial Guidance for Students" covers, in detail, the financial requirements and obligations of students enrolled in Florida Presbyterian College. Guides and rules for payments are contained therein.

In order to meet changing economic conditions, the Board of Trustees reserves the right to revise charges as conditions may warrant; current year's charges will not be adjusted during the academic year.

Financing Your Education

Generally, half of the total comprehensive costs, minus acceptance fees and/or room deposits, is due at entrance in September and the remainder by January 15. Upon matriculation, the student (and/or his parents) is obligated for comprehensive costs for the entire term. The college cooperates with insurance and tuition plan companies to make monthly installment payments possible when this method of payment of comprehensive costs more nearly fits the family's budget than lump sum payments.

Aid To Students

Financial aid is made available to students by the Scholarship Committee based upon financial need, academic performance and potential.

Financial need is determined by an evaluation of the Parents' Confidential Statement by the College Scholarship Service, Princeton, New Jersey. A student's financial aid is generally provided in a package form comprised of scholarship, work aid and loan. Students applying for financial aid are automatically considered for any of these various forms of aid.

The College's financial aid program emphasizes the "self-help" concept. The majority of students receiving financial aid will be participating in the work scholarship program or one of the college loan programs. Student loans are good business: a college education considerably increases earning power, most loans require little or no interest. Some loans may be repaid partly in service instead of cash. The College has endowed loan funds, state-guaranteed loan applications and also participates in the National Defense Student Loan Program.

To provide students with the opportunity to earn some of their college expenses, Florida Presbyterian has created many part-time jobs on campus. These jobs range from work in the cafeteria, buildings, grounds, to faculty and staff offices. It is recommended that freshmen not undertake part-time employment off campus. To complete the work scholarship program, outstanding upperclassmen are employed as student instructors, assisting professors in teaching and research responsibilities.

Florida Presbyterian College operates with the policy that every qualified student should be helped to work out financial problems. Requests for further information regarding financial aid should be directed to the Financial Aid Counselor in the Admissions Office.

Counseling

The development of concerned and effective individuals is reflected in the counseling program. Here the emphasis is on the individual student, with his needs, limitations, abilities and goals. Through the admissions process, much information is obtained on the student. Added to it are test results and other material gained during the orientation program. The Counseling Center director selects the most appropriate faculty adviser, on the basis of this information, for each student. During the orientation program the adviser meets with the student and plans his course schedule. During the year he holds additional conferences to discuss matters important to college adjustment and success. Faculty advisers form an integral part of the counseling program and through his adviser each student has access to every special program and assistance likely to make college life meaningful and enjoyable.

Each incoming student also has a freshman advisory council member (FAC) assigned to him. This person aids in the student's social and campus adjustment—giving advice and counsel from one student to another.

Professional resident counselors live within the women's residence complexes and are available to help with various problems. Carefully selected upperclass male students serve as resident advisers in the men's residence complexes.

A counseling center is available to offer confidential professional help to students having vocational or personal problems. Special group sessions are also held on improving study techniques, major and career planning, pre-marital counseling and problems of transition from high school to college.

A Career Advisory Office assists students in obtaining permanent positions after graduation. It arranges visits for representatives of companies and agencies seeking personal interviews with our students. In addition, the Career Advisory Office undertakes special activities to assist those graduates who seek opportunities in teaching.

Summer employment and part-time jobs are also arranged for interested students.

Religious Life

The University Christian Movement on the campus of Florida Presbyterian College seeks to create an atmosphere enabling the Christian faith to be the cornerstone and the central focus of the total academic community. To accomplish this purpose the UCM constantly strives to emphasize:

1) the consistent, prayerful search to understand the meaning of the Christian faith;

2) the fellowship of the total academic community joined in common worship and in the search for truth;

3) the concern for the life and mission of the universal church and the encouragement of responsible participation by all her members;

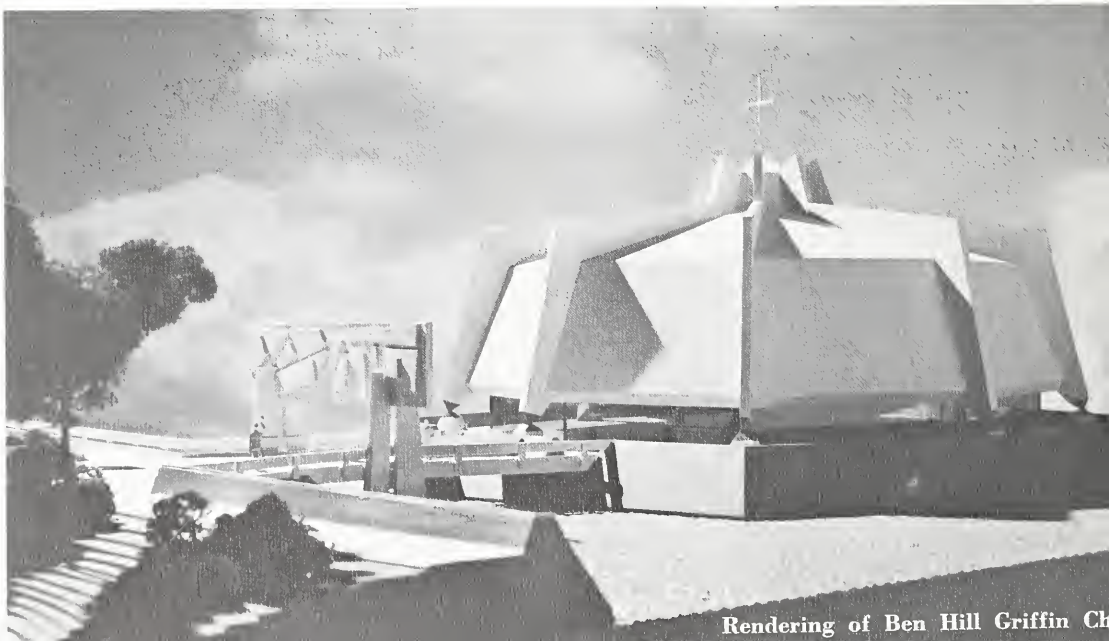
4) the compulsion to relate prophetically all areas of life to the Christian faith.

Membership in the UCM is open to all concerned students of Florida Presbyterian College. The UCM has the endorsement of and is supported by the Roman Catholic Church, the Orthodox Church, and all major Protestant denominations. The UCM is open to all, "seekers" and "believers" alike. It seeks to develop a program which involves students at every level of interest, commitment and maturity.

All aspects of the College's religious program are voluntary. The chaplain, individual faculty members, students and choir, all participate in daily worship services, conducted for the entire college community.

Through the planning and conducting of services, students and faculty have the opportunity for a better understanding of the meaning of worship. During the week, the UCM sponsors small study groups. Faculty members often conduct general discussions in the dormitories. The UCM program deals with campus, community, national and international problems from the standpoint of Christian faith. Students also have an opportunity to take part in regional and national conferences and ecumenical work camps.

The program of Florida Presbyterian College seeks to guide the student toward an intelligent and responsible Christian commitment in all areas of life.



Rendering of Ben Hill Griffin Ch

Medical Services

Students have access to college health physicians at daily scheduled clinics. Registered nurses are present at the health center on a twenty-four hour basis to assist the student in health needs. In addition to the out-patient clinic a fourteen bed in-patient service is part of the health center. Cases requiring more extensive care than is available at the health center are admitted to Mound Park Hospital (700 beds) in St. Petersburg.

Summer School

Florida Presbyterian College offers a six-week's summer program which ordinarily includes courses in Art, Mathematics, Science, Government, Literature, Reading and Composition, Western Civilization, French, German, Russian and Spanish.

The summer language program provides an opportunity for intensive work in understanding, speaking, reading and writing. Native informants, language tables and intensive practice in conversation are features of this program.

The Summer School period is also used for experimentation in course materials and teaching techniques. Opportunity is available in many disciplines for advanced independent work. Summer School is open to all qualified undergraduates, and many courses are open to capable high school juniors and seniors.

The complete recreational facilities of the college are available to Summer School students.

Sports For All

In addition to the required physical education for freshmen and sophomores, an integral part of the curriculum, the College sponsors an extensive intramural-extramural program in 17 different team and individual sports for both men and women. Nearly 80 per cent of the student body takes part in this program.

Intercollegiate athletics are entirely under the control of the College and organized and administered by the Athletic Department. The Faculty Athletic Committee supervises all schedules. It also gives attention to the proper relation of athletic activities to the academic ideals and objectives of the College.

The Intercollegiate Athletic Program provides valuable experience to those students who possess superior physical skills and desire to represent the institution in formal competition. The sports included in the program are basketball, golf, tennis, judo, fencing, baseball, swimming, cross country, sailing and soccer.

Schedules are arranged with most of the Florida colleges and other senior colleges throughout the South. The annual Suncoast Classic Basketball Tournament, the Awards Dinner and the Spring Sports Day are a few of the highlights of the Sports Program.

Teacher Education

Florida Presbyterian College's unique program of professional education for secondary school teachers has gained distinction and received approval from the Department of Education of the State of Florida. Direct involvement in the teaching process is central to the program. Students are carefully screened and counseled. During the junior year they are provided with appropriate teaching responsibilities in the public schools. As seniors they engage in a professional semester which provides an intensive classroom-oriented curriculum that is jointly conducted by the college's education and psychology faculties together with distinguished public school teachers and administrators. A teacher education laboratory is equipped with a curriculum library and the latest educational media. It serves as a work room for student teachers and the locus for the informal exchange of ideas.

Concerts

The Concert Choir, made up of some 40 students and its popular-song singing subsidiary, The Sandpipers, are establishing an ever-growing reputation. They have sung throughout Florida and now are extending their tours up the Atlantic seaboard. Periodically, College instrumentalists and singers and visiting artists give recitals of chamber music and solos on campus.

The College sponsors an Artist Series. The 1967-68 program includes the Minneapolis Symphony, the Don Cossack Dancers and Chorus, Gina Bachauer, Compagnie Nationale de Danses Francaises, the Chamber Symphony of Philadelphia, and the Renaissance Quartet.

In the city, two symphony orchestras, an opera group, a woodwind quintet, two concert series and a string quartet offer numerous programs.

Publications

The *Trident* is the student newspaper published weekly. *Incite* is a literary magazine appearing every semester. The annual *Student Handbook* is a publication designed for new students at the College. The College yearbook, *Logos,* is published annually by a student staff.

Societies

The Social Science Forum, open to students majoring or especially interested in Economics, History, Political Science, Psychology and Sociology or Anthropology, seeks to stimulate student interest in graduate work and professional opportunities, in part through discussions of controversial and interdisciplinary materials.

Foreign Language clubs promote understanding and appreciation of the language, literature and culture of the countries involved. Two honorary language societies—Delta Phi Alpha (German) and Sigma Delta Pi (Spanish)—have chapters on the campus.

Science clubs include the Chemistry Club, the Biology Club, the Physics Club and Pi Mu Epsilon (honorary mathematics).

Films

The Student Government Association sponsors a weekly film series.

Films are chosen for plot, photography, direction, acting, technical innovations, humor, general entertainment value and topical interest.

Films in this series are supplemented by pictures shown by College departments, divisions, and the Core program.

Lectures

The Core curriculum, the academic societies, forums and clubs of the College bring guest speakers throughout the year. Certain of these lectures are designed to meet the need of specific groups; others are open to the general public. A Faculty Lecture Series is presented each year.

Theatre

The theatre program at Florida Presbyterian College is centered in a Theatre Workshop in which all students are invited to participate. Performances are scheduled throughout the year: major productions presented with full staging and under professional discipline; informal experiments, readings and exercises coordinated with the Core program and other projects. Emphasis is placed upon the contemporary development of the theatre and upon its engagement with active intellectual, political, social and religious issues. The new Bininger Center for Performing Arts will be under construction in the fall of 1967. It will provide complete facilities for rehearsal, production and performance.

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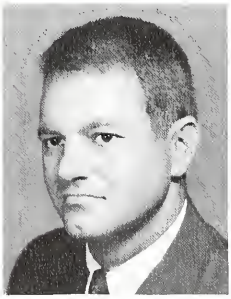
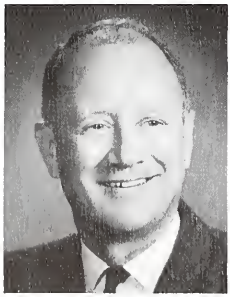


Billy O. Wireman



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Heartbeat Of A College

In no other area was so much painstaking care and concern evidenced at Florida Presbyterian College as in the selection of its faculty —the heartbeat of any such institution. Regardless of status or tenure, every faculty member finally selected combines scholarship and teaching ability to an extraordinary degree.

The criteria, for acceptance, as set forth by the Board of Trustees, call for a teacher with depth and command in his field of specialization and a breadth of cultural background enabling him to relate his own discipline to the totality of experience; who demonstrates personal and professional competence and growth through research, publication and professional participation; who inspires students with his respect for his profession by his ability, his character and his conduct; who has the ability himself to think creatively and objectively and to inspire his students to do likewise; who extends himself to his students in service, to his colleagues in co-operation and to his community in concern; and finally, whose character the students will want to emulate.

The Faculty

William Howard Kadel
A.B., Gettysburg College;
S.T.B., S.T.M., Western Theological Seminary;
Th.D., Union Theological Seminary, Virginia;
D.D., Davidson College
President

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B.A., Swarthmore College
M.A., Ph.D., Yale University
Acting Dean of College

Daniel A. Zaret
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Professor Emeritus of Russian

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Professor Emeritus of Mathematics

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M.A., Columbia University;
Ph.D., Georgetown University
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M.A., Columbia University, Teachers College
Instructor in Chinese

CARTER

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Professor Humanities and Literature

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M.A., University of Minnesota
Professor of Humanities and Theatre

Alan W. Carlsten
B.S., University of Oklahoma;
B.D., McCormick Theological Seminary
Professor of Religion

J. Stanley Chesnut
A.B., University of Tulsa;
B.D., McCormick Theological Seminary;
M.A., Ph.D., Yale University
Associate Professor of Religion
Director of Continuing Education

CHESNUT

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Assistant Professor of German

James G. Crane
A.B., Albion College;
M.A., Iowa State University;
M.F.A., Michigan State University
Associate Professor of Art

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M.A., University of North Carolina
Ph.D., University of North Carolina
Assistant Professor of Spanish

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B.D., Goshen Biblical Seminary;
M.A., Ph.D., University of Florida
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FIGUEROA

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M.A., Harvard University
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M.A., Florida State University
Ph.D., University of Chicago
Assistant Professor of Classics

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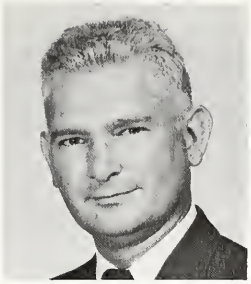
M.A., University of Wisconsin;
Ph.D., Western Reserve University
Professor of French

Réjane Poulin Genz
A.B., Sillery College, Quebec City;
Licence ès lettres Laval University;
Ph.D., Laval University
Visiting Associate Professor of French

Robert J. Gould
B.Mus., M.A., University of Oregon
Associate Professor of Music

Robert Hall
A.B., Wofford College;
M.A., University of North Carolina
Assistant Professor of French

Robert O. Hodgell
B.S., M.S., University of Wisconsin
Artist in Residence



JOHNSON

E. Ashby Johnson
A.B., Presbyterian College, South Carolina;
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Professor of Religion and Philosophy
Director of Interdisciplinary Studies

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M.A., University of Kentucky;
Ph.D., University of North Carolina
Associate Professor of German

KEETON

THOMSON

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B.D., Garrett Theological Seminary
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Acting Dean of College

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M.A., University of Mexico;
Ph.D., University of North Carolina
Professor of Spanish and Director of Language Laboratory

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M.Ed., William and Mary
Associate Professor of Music

Frederic R. White
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Ph.D., University of Michigan
Professor of Classical and Comparative Literature

WHITE

The Division of History and The Social Sciences

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Ph.D., Columbia University
Chairman, Division of History and Social Sciences
Professor of History

Wilhelm F. Angermeier
M.Ed., Ph.D., University of Georgia
Professor of Psychology

Clark H. Bouwman
A.B., Kalamazoo College;
B.S., Western Michigan University;
M.A., Ph.D., New School for Social Research
Professor of Sociology
Dean of Academic Services

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B.D., S.T.M., Oberlin College;
Ph.D., New York University
Associate Professor of Education

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Ph.D., Oriental Institute, University of Chicago
Professor of History
(On leave Spring, 1968)

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M.A., University of New Mexico
Ph.D., Ohio State University
Professor of Anthropology and Sociology

WILBUR

BRUNDAGE

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Ph.D., Ohio State University
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M.A., George Peabody College
Assistant Professor of Physical Education
Director of Athletics

HARLEY

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M.A., Ph.D., State University of Iowa
Assistant Professor of Economics

Emil Kauder
Ph.D., University of Berlin
Professor of Economics

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M.A., Peabody College
Assistant Professor of Physical Education

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M.A., Ph.D., University of Wisconsin
Associate Professor of History

McLEAN

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B.D., Yale Divinity School;
Ph.D., University of North Carolina
Assistant Professor of Political Science

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A.M., Harvard University;
Ph.D., Indiana University;
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M.A., University of Colorado;
Ph.D., Brown University
Professor of Political Science

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B.A., Swarthmore College
Associate Professor of Economics

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Ph.D., University of Washington
Assistant Professor of Sociology

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Ph.D., Vanderbilt University
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Henri Ann Taylor
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M.A., University of Alabama
Assistant Professor of Physical Education

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M.A., University of North Carolina;
Ph.D., Vanderbilt University
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Director of Counseling

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M.A., University of Kentucky;
Ed.D., Peabody College
Associate Professor of Education
Director of Development

Division of Mathematics and The Natural Sciences

FOSTER

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Ph.M., University of Wisconsin;
Ph.D., University of Virginia
Chairman, Division of Mathematics and the Natural Sciences
Professor of Physics

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Assistant Professor of Physics

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M.A., Ph.D., Cornell University
Associate Professor of Biology

Philip R. Ferguson
A.B., M.A., Indiana University;
Ph.D., University of North Carolina
Associate Professor of Chemistry

Leland D. Graber
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M.A., University of Minnesota;
Ph.D., Iowa State University
Associate Professor of Mathematics

NEITHAMER

REID

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Ph.D., Yale University
Associate Professor of Chemistry
(on leave, 1967-68)

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Ph.D., State University of Iowa
Research Associate in Biology

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M.S., Ph.D., Louisiana State University
Assistant Professor of Mathematics

Billy H. Maddox
B.S., Troy State College;
M.Ed., University of Florida;
Ph.D., University of South Carolina
Associate Professor of Mathematics

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ScM., Ph.D., Brown University
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Ph.D., Indiana University
Professor of Chemistry

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M.S., Ph.D., University of Florida
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M.S., Yale University;
Ph.D., Brown University
Assistant Professor of Physics

William B. Roess
B.A., Blackburn College;
Ph.D., Florida State University
Assistant Professor of Biology

Antony Charles Wilbraham
Carlett Park College
Liverpool Regional College of Technology
Research Diploma of the Royal
Institute of Chemistry
Visiting Assistant Professor of Chemistry

COURSE OF INSTRUCTION

Course of Instruction

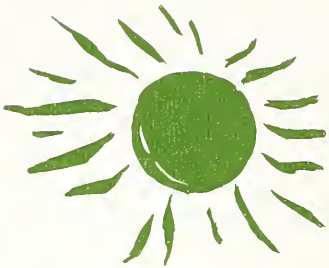
Introduction

The number of each course conveys the following information: Courses numbered 100 to 299 are primarily for freshmen and sophomores, 300 to 499 for juniors and seniors. In general, odd-numbered courses are offered in the first semester; even-numbered courses are offered in the second semester.

Before students enroll in any course, they are to seek advice of their faculty advisers. Near the close of the school year each freshman is expected to prepare a tentative course program for the remaining three years of college and to present it to his adviser for critical evaluation and counsel. At the end of the second year of study each student must submit for approval to the Committee on Academic Review his projected program. A student may revise his program at any time thereafter with the approval of a major adviser.

This catalogue lists the Core courses, which all students must take, and also the courses according to academic divisions and academic disciplines within each division. Courses are conducted typically in three lecture-discussion periods per week supplemented by other periods, studios, or laboratories.

Course descriptions are not given for the Special Topics and Senior Seminars because a professor is free to vary his offerings each year according to student interest and his own study and research. Students receiving the endorsement of the professors in their major field may take the equivalent of two courses each semester during their junior and senior years in a program of guided independent study and research which should culminate in an acceptable senior thesis. Every student must pass a comprehensive examination in his major field unless he writes a senior thesis.



Core Courses

The basic objective of the Core Program is to develop in students the competence and willingness to form and articulate responsible value judgments. Materials of the courses are drawn from the areas of Humanities, Natural Science and Social Science; and professors from all academic divisions of the college participate in the program. Special concern is accorded to the relevance of the Judaeo-Christian tradition and of religious commitment in the formation of judgments. Comparative studies are made of works and institutions from Asian and Western traditions.

The Core Program is the common academic experience of all students throughout their entire residence in the college. This program, together with demonstrated competence in a foreign language, in reading, in mathematics or logic and in recreational skills, is a general college requirement.

The Core Science phase of the Core Program is an integrated offering covering certain basic theories of physics, chemistry and biology, normally taken in the Sophomore and Junior years. It is concerned with the nature of science and its influence on western society as well as with the facts of science.

101, 102 — Six hours are set aside each week for critical examination of works and institutions selected from various fields of the Humanities and Social Sciences. Ordinarily two or three hours are used for lectures or other presentations to the entire class. For two additional sessions of an hour and a half each of the students meet in small discussion groups for detailed examination of the documents under consideration. Discussion leaders supervise the writing program of the students assigned to them.

201, 202 Core Science 200 — Three sessions are reserved each week for continuation of the work in Humanities and Social Science which was begun in the Freshman year. Two additional sessions are used in presentations, laboratories and discussions of natural science materials. This year's program emphasizes the Newtonian synthesis, the structure of the atom and the nature of chemical change.

301, 302 Core Science 300 — In the areas of the Humanities and Social Science special attention is focused on the works and institutions of Asia. In Core Science the emphasis is on the cell, biological ecosystems, physical and biological evolution and modern systems of scientific thought.

401, 402 CHRISTIAN FAITH AND GREAT ISSUES

Major problems in personal and social ethics receive special attention in the senior year. The selection of topics and of speakers is made by a joint committee of faculty and students. Faculty lectures, group discussions and selected readings prepare the students for their encounters with visiting lecturers.

Reading

111 READING WORKSHOP

For any students needing or desiring to improve their reading abilities.

112 READING WORKSHOP

Designed to teach how and when to skim and to give practice in this skill. Only students who have passed the reading-proficiency test are eligible for this course.

412 READING METHOD

Instruction and practice in ways of improving reading ability, particularly of high school students.

DIVISION OF HUMANITIES

Requirements for a Major in the Humanities: a reasoned program of eight or more courses in several of the disciplines, six of them in one area and six of them in courses numbered above 300.

Art

Requirements for a Studio Art Major: (1) Evidence of an aptitude in art demonstrated through submission of a portfolio in drawing and design; (2) a senior exhibition giving evidence of the student's achievement and search for artistic maturity; (3) a proficiency in at least three media and a working understanding of art history (Art 201, 202, 211, 212 or demonstrated understanding of these same materials) in order to qualify for the senior exhibition; (4) eight semester courses.

Interdisciplinary major with emphasis in Art: Art 201, 202, 211, 212, and two additional courses.

201, 202 INTRODUCTION TO THE VISUAL ARTS

Studio-discussion. An introduction to visual problems and visual problem-solving calling for experience in making aesthetic judgments based on personal involvement and objective analysis.

211, 212 HISTORY OF WESTERN ART

Survey and analysis of the history of Western art and the role of art in Western civilization. (Offered in 1967-68 and alternate years.)

221, 222 DRAWING STUDIO

Instruction in drawing media.

301, 302 INTERMEDIATE STUDIO CRITIQUE

Independent studio work with personal instruction available as needed. Participation in regularly scheduled critiques required.

Prerequisites: Art 201-202, 221-222, or permission.

311, 312 ADVANCED STUDIO CRITIQUE

Independent studio work with personal instruction available as needed. Participation in regularly scheduled critiques required.

Prerequisites: Art 201-202, 221-222, 301-302, or permission.

331, 332 SPECIAL TOPICS

Independent Study Research (Offered in 1966-67 and alternate years.)

402 AREA STUDIES IN THE HISTORY AND CRITICISM OF ART

Prerequisite: permission.

431, 432 SENIOR SEMINAR, INDEPENDENT STUDY, RESEARCH

Prerequisite: Art Major or consent of instructor.

Classics

Requirements for a Major: Five courses in Latin beyond 202 and four courses in Greek. History 303 and 304, Philosophy 301, and Winter Term studies in mythology and archaeology are strongly recommended. Students planning to do graduate work in Classics should acquire a reading knowledge of French or German as undergraduates.

Greek

101, 102 ELEMENTARY GREEK

First semester: Koinè Greek with reading from the Gospel of John.
Second semester: Attic Greek with reading from the **Anabasis** of Xenophon. (Offered in 1967-68 and alternate years.)

201, 202 INTERMEDIATE GREEK

Readings from Luke, Homer's **Odyssey,** a play by Euripides, and Plato's **Apology.** (Offered in 1968-69 and alternate years.)

301, 302 INTRODUCTION TO GREEK LITERATURE

Readings from Homer's **Iliad,** Herodotus' **History,** plays by Sophocles, Euripides and Aristophanes, with some consideration of the development of Greek literature. (Offered in 1967-68 and alternate years.)

321 GREEK LITERATURE IN TRANSLATION

Extensive reading of Greek masterpieces from Homer to Lucian. Classics majors may elect to do part of the reading in the original. (Offered in 1968-69 and in alternate years.)

Latin

101, 102 INTRODUCTION TO THE LATIN LANGUAGE

Given independently with programmed text, tapes, tutorial section, weekly conferences, and suggested readings.

201, 202 INTERMEDIATE LATIN

First semester: extensive readings from medieval literature with some consideration of the development of the modern Romance languages. Open to foreign-language majors with a basic reading knowledge of Latin.

Second semester: Catullus, Vergil's **Aeneid** and **Eclogues,** and selections from Ovid. Designed for students with two years of high-school Latin or the equivalent. (Alternates with 301, 302.)

301-302 INTRODUCTION TO LATIN LITERATURE

Cicero, Pliny, Seneca, and the Elegiac poets, with some consideration of the development of Latin literature. Designed for students with three or four years of high-school Latin. (Alternates with 201, 202.)

311 LATIN PROSE COMPOSITION

(Offered in 1967-68 and alternate years.)

322 LATIN LITERATURE IN TRANSLATION

Extensive reading of Latin masterpieces from Plautus to Apuleius. Classics majors may elect to do part of the reading in the original. (Offered in 1968-69 and in alternate years.)

401, 402 READINGS

Readings in Plautus, Terence, Lucretius, Livy, Tacitus.

431, 432 SENIOR SEMINAR, INDEPENDENT STUDY, RESEARCH.

Literature

Requirements for a Major in general literature: a reasoned program of eight or more courses in literature, some of them in languages other than English, numbered above 300.

Requirements for a Major in Literature with a concentration on that written in English: Literature 301, 302, 321, 322, 341, or 342, 431, or 432, and two other courses.

Requirements for a Major with teaching certificate: Literature 301, 302, 311, 321, 322, 401, Speech 201 or 202, and one other course.

201, 202 MASTERPIECES OF LITERATURE

A study of selected works of poetry, fiction, and drama from many cultures.

301 AMERICAN LITERATURE

A study of major writers through the nineteenth century. (Offered in 1967-68 and alternate years.)

302 TWENTIETH-CENTURY ENGLISH AND AMERICAN LITERATURE

A study of novels and novelists, poems and poets, dramas and dramatists of the British Isles and America: D. H. Lawrence, Hemingway, Shaw, Eliot and others. (Offered in 1967-68 and alternate years.)

311 ADVANCED COMPOSITION

The writing of fiction, drama, verse, persuasion, exposition. (Offered in 1967-68 and alternate years.)

312 LITERARY CRITICISM

The literature, vocabulary, and practice of literary analysis and evaluation. (Offered in 1967-68 and alternate years.)

321, 322 ENGLISH LITERATURE

A study of English literary history and its major writers.
First semester: **Beowulf** to Milton.
Second semester: Dryden to Arnold. (Offered in 1968-69 and alternate years.)

331, 332 SPECIAL TOPICS, INDEPENDENT STUDY, RESEARCH

Sample topics: fiction, romanticism, lyric poetry, neo-classicism.

341 SHAKESPEARE

The art of Shakespeare. (Offered in 1967-68 and alternate years.)

342 MILTON

Milton's lyrics, major poems, and selected prose. (Offered in 1968-69 and alternate years.)

401 LINGUISTICS

The structure of language, with some attention to the history of English and its current characteristics. (Offered in 1967-68 and alternate years.)

402 MODERN DRAMA

The great dramatists and their theatre: Ibsen, Strindberg, Chekhov, Synge, and others. (Offered in 1968-69 and alternate years.)

431, 432 SENIOR SEMINAR, INDEPENDENT STUDY, RESEARCH

Sample topics: Spenser, Dante, Restoration drama, Keats and Tennyson, Thoreau.

Modern Foreign Languages

CHINESE, FRENCH, GERMAN, RUSSIAN, SPANISH

A general knowledge of literature and demonstrated proficiency in comprehension, speaking, reading and writing are the measures of accomplishment in this area. The senior comprehensive examination for majors reviews the formal program of study and is supplemented by an extensive reading list.

Requirements for a major in a given language are 8 courses beyond 101-102 or the equivalent. Study abroad counts toward the fulfillment of major requirements. Additional supporting work in related areas is advisable. After the first year, courses are taught ordinarily in the language.

Chinese Language

101, 102 INTRODUCTORY CHINESE

Designed to enable the student to acquire elementary proficiency in spoken Chinese by intensive training in the oral skills. Practical vocabulary, pattern sentence structure and conversational drills. Writing and philology begin second semester by gradual introduction of basic Chinese characters. Independent laboratory practice in addition to scheduled laboratory classes.

201, 202 INTERMEDIATE CHINESE

Designed to give the student a basic knowledge of the written language with continued training in its oral use. Grammar and syntax are gradually introduced combined with reading, memorization and dictation exercises. Independent laboratory practice in addition to scheduled laboratory classes.

301, 302 ADVANCED CHINESE

Designed to give a working proficiency in the oral and written use of the language. Vernacular, literary and newspaper Chinese are introduced through selective readings, conversation exercises, composition and translation.

French Language and Literature

101, 102 ELEMENTARY FRENCH

Intensive drill in understanding, speaking, reading and writing. A thorough study of grammar. Independent laboratory practice in addition to scheduled laboratory classes.

201, 202 INTERMEDIATE FRENCH

Grammar review, conversation, selected prose readings and collateral reading and reports. Independent laboratory practice in addition to scheduled laboratory classes.

301, 302 INTRODUCTION TO FRENCH LITERATURE

Reading of outstanding selected prose, poetry and drama. Oral and written reports.

311 ADVANCED COMPOSITION AND CONVERSATION

(Offered in 1967-68 and alternate years.)

401 SURVEY OF FRENCH LITERATURE TO 1600

A study of representative medieval and Renaissance works including medieval drama and poetry, Pléiade poets, Rabelais and Montaigne. (Offered in 1968-69 and alternate years.)

402 EIGHTEENTH-CENTURY FRENCH LITERATURE

A study of selected works of principal writers including Condillac, Buffon, Voltaire, Diderot, Montesquieu, Rousseau. (Offered in 1967-68 and alternate years.)

404 SEVENTEENTH-CENTURY FRENCH LITERATURE

A study of the principal works of Corneille, Racine and Moliére. (Offered in 1968-69 and alternate years.)

411, 412 NINETEENTH-CENTURY FRENCH LITERATURE

A study of selected works in the field of the novel, drama and poetry of the more important writers of the period, including Chateaubriand, Lamartine, Hugo, Vigny, Musset, Balzac, Stendhal, Flaubert, Zola, Maupassant, Baudelaire, Rimbaud, Verlaine, Mallarmé. (Offered in 1967-68 and alternate years.)

421, 422 TWENTIETH CENTURY FRENCH LITERATURE

A study of selected novels, dramas and poems by some of the more important writers including Gide, Proust, Romains, Mauriac, Giraudoux, Saint-Exupéry Camus, Valéry, Claudel, Sartre, Saint-John Perse, Ionesco, Beckett.
(Offered in 1968-69 and alternate years.)

431 SENIOR SEMINAR, INDEPENDENT STUDY, RESEARCH

German Language and Literature

101, 102 ELEMENTARY GERMAN

Intensive drill in understanding, speaking, reading and writing. Literature introduced second semester. Independent laboratory practice in addition to scheduled laboratory classes. Course is also designed for superior and slow students in taped, programmed form.

201, 202 INTERMEDIATE GERMAN

Grammar review, conversation and modern German short stories. Independent laboratory practice required in addition to one scheduled laboratory class.

301, 302 INTRODUCTION TO LITERATURE

Reading of German masterpieces, poetry and prose, from the twelfth century to the present. Includes all genres. Weekly lectures on German culture in German. Critical and analytical book reports in German.

311 ADVANCED COMPOSITION AND CONVERSATION

Student participation in teaching theoretical and practical aspects of grammar. Topical discussions and written assignments in the language.

401, 402 THE NOVEL

A study of the most representative novelists from Goethe to the present. Includes Thomas Mann, Hermann Hesse, and the young writers of present-day Germany, Austria and Switzerland. (Offered in 1968-69 and alternate years.)

403, 404 DRAMA

German drama from Goethe to the present. Particular emphasis on drama of the nineteenth century and the present. (Offered in 1967-68 and alternate years.)

431, 432 SENIOR SEMINAR, INDEPENDENT STUDY, RESEARCH

Independent work according to student needs. Included are such topics as Goethe's **Faust,** German poetry, the German *novelle,* history of the German language, independent readings, thesis research and writing.

Russian Language and Literature

101, 102 ELEMENTARY RUSSIAN

Elementary introduction with stress on oral and aural. Independent laboratory practice in addition to scheduled laboratory classes. Reading based on abridged selections from the novels of Pushkin and Lermontov.

201, 202 INTERMEDIATE RUSSIAN

Emphasis on daily dictation, conversation, and composition. Independent laboratory practice in addition to scheduled laboratory classes. Reading of selected portions from the novels of Pushkin, Lermontov, and Turgenev.

301, 302 INTRODUCTION TO RUSSIAN LITERATURE

Readings in prose, poetry and drama from the Golden Age through the Soviet period. Works of Pushkin, Gogol, Turgenev, Dostoevski, Tolstoi, Lermontov, Bunin, Sholokhov, and Pasternak.

401, 402 READINGS

A survey of Russian literature, including some Soviet literature; monthly compositions in Russian.

431, 432 SENIOR SEMINAR, INDEPENDENT STUDY, RESEARCH

Research in areas such as the history of radical thought in Russia, the positive and negative hero in the Russian novel, the development of Russian drama.

Spanish Language and Literature

101, 102 ELEMENTARY SPANISH

Intensive drill in understanding, speaking, reading and writing. A thorough study of grammar patterns. Independent laboratory practice in addition to scheduled laboratory classes.

201, 202 INTERMEDIATE SPANISH

Continuation of 101, 102, with a review of grammar. Emphasis on reading in the second semester. Independent laboratory practice required in addition to one scheduled laboratory class.

301, 302 INTRODUCTION TO LITERATURE

Exegesis, analysis, and evaluation of literary texts with attention to language and literary history.

311 ADVANCED COMPOSITION AND CONVERSATION

An intensive analysis of the structure of the language with extensive conversational drill in the use of idioms. Designed particularly for future teachers.

401, 402 THE NOVEL

First semester: a study of the most representative novelists from the Generación del '98 to the present. Second semester: a study of the Spanish-American novel from its beginnings to the present. (Offered in 1968-69 and alternate years.)

403, 404 DRAMA

First semester: a study of the works of the best modern playwrights from Benavente to the present. Second semester: a study of the most representative plays of Spain's Golden Age. (Offered in 1967-68 and alternate years.)

431, 432 SENIOR SEMINAR, INDEPENDENT STUDY, RESEARCH

A thorough study of the outstanding aspects, authors, works, genres, or periods of Hispanic literature and culture, according to students' needs: Cervantes, Unamuno, Lope de Vega, Garcia Lorca, Juan Ramón Jiménez, Ruben Dario, **El Cid, La Celestina,** Modernism, Romanticism, the Generación del '98, Civilización Española, and Civilización Hispanoamericana.

Music

Requirements for a Major: Music 101, 102, 201, 202, 301, 302 and two additional courses; applied music and participation in an ensemble. Music 321 and 322 are required for a teaching certificate.

101, 102 THEORY OF TONAL HARMONY

Analysis and composition in small homophonic forms. Instruction in harmony, notation, dictation, sight reading, ear training and keyboard harmony.

201, 202 ADVANCED THEORY OF TONAL HARMONY

Analysis and composition in more complex homophonic forms.

211, 212 INTRODUCTION TO MUSICAL LITERATURE AND STYLES

Study of the literature and styles of Western music from the Middle Ages to the present. (Offered in 1968-69 and alternate years.)

301 THEORY OF MODAL COUNTERPOINT

Analysis and composition in the style of Palestrina. (Offered 1968-69 and alternate years.) Prerequisite: Music 202.

302 THEORY OF TONAL COUNTERPOINT

Analysis and composition in the style of Bach. (Offered 1967-68 and alternate years.) Prerequisite: Music 202. May be taken prior to Music 301 with permission of the instructor.

321, 322 PUBLIC SCHOOL MUSIC

Analysis of problems of teaching and administration of music in the elementary and secondary schools with emphasis upon special methods; evaluation of music literature. (Offered in 1967-68 and alternate years.)

401, 402 SELECTED TOPICS

Depending upon the needs of various classes, the two courses will have subjects such as form, analysis, and composition; music literature; orchestration and conducting, ethnomusicology; church music. (Offered in 1967-68 and alternate years.) Prerequisites: Music 301, 302, or permission of the instructor.

431, 432 SENIOR SEMINAR, INDEPENDENT STUDY, RESEARCH

Studies in history of musical styles. (Offered in 1968-69 and alternate years.) Prerequisite or corequisite: Music 301, 302.

Applied Music

Individual instruction is offered in voice, organ, piano, and wind, brass, and string instruments. Music majors who are freshmen and sophomores receive credit of one hour for a semester of individually instructed applied music, upperclassmen two hours. A music major must earn twelve hours.

Freshmen and sophomores who are music majors earn an hour for a year of ensemble participation, upperclassmen two. A music major must participate in an ensemble during each semester of residence and earn for graduation a minimum of six hours.

Students at Florida Presbyterian College may earn ensemble credit by rehearsing and playing with the St. Petersburg Symphony Orchestra or the Pinellas County Youth Symphony.

Theatre and Speech

No major is offered in Theatre and Speech, but students may elect an interdisciplinary major with concentration in Theatre and Speech. Such a concentration would include six semester courses chosen from Literature 341, Literature 402 and from the following courses:

201, 202 INTRODUCTION TO SPEECH

First semester: Emphasis upon discussion and public address.
Second semester: Emphasis upon the oral interpretation of literature.

301 THEATRE ARTS: THE MASS MEDIA

A study of the theatre arts as expressed in the mass media. Drama and other performing arts will be studied with regard to the conditions of radio, television, and especially the motion picture. (Offered in 1967-68 and alternate years.)

302 THEATRE PRODUCTION: DESIGN AND TECHNIQUE

A consideration of the scenic image: the study of the script with relationship to the design and construction of scenery, costumes, lighting, and to the architecture of the theatre. Laboratory sessions and participation in theatre workshop. (Offered in 1967-68 and alternate years.)

311 THEATRE ARTS: THE LIVING THEATRE

The theatre studied as a contemporary art: selected works of dramatic literature studied with relationship to theatre history and to the conditions of production before an audience and the community. (Offered in 1968-69 and alternate years.)

312 THEATRE PRODUCTION: DIRECTING THE PLAY

The analysis of the play script for performance; the development of design; the direction of acting and staging with special reference to educational, community, and church theatres. Laboratory sessions and participation in theatre work shop. Prerequisite: consent of professor. (Offered in 1967-68 and alternate years.)

431 THEATRE PROJECTS

Participation in theatrical production as actors, directors, designers, technicians.

432 INDEPENDENT STUDY AND RESEARCH

Research or participation in independent creative projects including playwriting.

Philosophy

Requirements for a Major: Philosophy 211, 301, 302, 311, 312, 331 or 332, 431 or 432, and one additional course.

Requirements for a Philosophy and Religion Major, with emphasis in Philosophy: Philosophy 211, 301, 302, 311, 312, 431 or 432, and two courses in Religion.

101, 102 LOGIC

A study of the logical dimensions of language and the elements of logical systems with particular emphasis on symbolic logic and scientific method.

211 ETHICS

Main types of ethical theory and their implications for contemporary problems of personal and social morality.

301 HISTORY OF GREEK AND ROMAN PHILOSOPHY

A study from primary sources of philosophy from the pre-Socratics through Plotinus with basic attention to the nature of metaphysical problems. (Offered in 1968-69 and alternate years.)

302 HISTORY OF MEDIEVAL AND RENAISSANCE PHILOSOPHY

A study from primary sources of philosophy from Augustine to Descartes with basic attention to the relationship between faith and reason. (Offered in 1968-69 and alternate years.)

311 HISTORY OF MODERN PHILOSOPHY

A study from primary sources of philosophy from Descartes through Kant with basic attention to problems of knowledge. (Offered in 1967-68 and alternate years.)

312 CONTEMPORARY PHILOSOPHICAL MOVEMENTS

A study from primary sources of the major philosophical movements of the nineteenth and twentieth centuries such as voluntarism, existentialism, idealism, the analytic movement, pragmatism, with emphasis on their treatments of crucial modern problems. (Offered in 1967-68 and alternate years.)

331, 332 SPECIAL TOPICS, INDEPENDENT STUDY, RESEARCH

A study of the relationship between philosophy and other academic disciplines with an emphasis on presuppositional analysis. The student will read independently in his field of interest such as philosophy of science, aesthetics, social philosophy, philosophy of religion, philosophy of history.

431, 432 SENIOR SEMINAR, INDEPENDENT STUDY, RESEARCH

Advanced seminar for majors, and preparation for thesis.

Religion

Requirements for a Major: Religion 201, 202, 431, 432 and four programs from Religion 331, 332.

Requirements for a Major in Philosophy and Religion with emphasis in Religion: Religion 201, 202, 431, 432, two programs from Religion 331, 332, and two courses in Philosophy.

Competence, not courses, determines proficiency in these majors.

201, 202 THE STUDY OF RELIGION

An inquiry into methods of the study of religion as social phenomenon, value system, interpretation of experience, and pattern of belief. Special attention is given to the documents and institutions of the Hebrew-Christian tradition, but an introduction to non-Western religion is also presented.

331, 332 SPECIAL TOPICS, INDEPENDENT STUDY, RESEARCH

This is a program of research with a supporting lecture program. The staff will provide bibliographies and research guides in the announced areas or in staff-approved programs of special interest. Staff members will publish at the beginning of each year a list of lectures to be given. Students meet course requirements by submission of designated research papers and by examination. Topics for independent study and research include: History of Religion, Biblical Theology, Philosophy of Religion, History of Christian Thought, Religion in America, Christian Ethics, Contemporary Religious Movements, Art in Religion.

431, 432 SENIOR SEMINAR, INDEPENDENT STUDY, RESEARCH

THE DIVISION OF HISTORY AND THE SOCIAL SCIENCES

History

Requirements for a Major: Eight courses in history. Majors expecting to do graduate work in history should ordinarily take History 431 the first semester of their senior year.

201, 202 HISTORY OF THE UNITED STATES

Political, economic and diplomatic aspects of the American experience.

203 THE EARLY AND MIDDLE HISTORY OF EUROPE TO 1648

A survey of the Europe that appeared after the fall of the Roman Empire in the west. Major emphases will be on Christian foundations, the feudal search for a polity, the Byzantine world, the age of discovery and the Reformation. Extensive readings from documents, textbooks, lectures and discussions.

204 HISTORY OF MODERN EUROPE, 1648-1945

A survey of the development of modern Europe from the age of Louis XIV to the end of World War II. Extensive readings from documents will be coordinated with basic textbooks, lectures and discussions.

231 THE MEETING OF INDIAN AND IBERIAN, 1200-1800

Introduction to Mexican, Mayan, Incan and Medieval Spanish history. These studies to be joined at the point where the story of the Spanish discovery and conquest begin. The Colonial period in Latin America will be studied topically. Knowledge of Spanish recommended. (Offered in 1967-68 and alternate years.)

232 LATIN AMERICA, 1800 TO THE PRESENT

Histories and cultures of Middle and South American nations from the precursors of independence to the present. Reading of some Latin American novels and the drawing of maps. Each student will be assigned a special country or an aspect of it as a full term project. Knowledge of Spanish recommended. (Offered in 1967-68 and alternate years.)

301, 302 HISTORY OF ENGLAND AND MODERN BRITAIN

The first semester treats the history of the English people to 1688. The second semester traces the development of a modern industrial society and its imperial expansion. (Offered in 1968-1969 and alternate years.)

303, 304 ANCIENT HISTORY

The ancient world from prehistoric times to the decline of the Roman Empire. (Offered in 1968-69 and alternate years.)

311, 312 AMERICAN SOCIAL AND INTELLECTUAL HISTORY

Development of American thought, culture and social institutions.

321 THE RISE OF RUSSIA

The rise of Russian society and culture from the origins of the first Russian state to 1801. Major topics to be considered will be Kievan Rus, the Rise of Muscovy, and Peter the Great.

322 MODERN RUSSIA AND THE SOVIET UNION

The history of Russia from 1801 to the present, with special emphasis on the revolutions of 1917 and Soviet Russia.

331, 332 SPECIAL TOPICS, INDEPENDENT STUDY, RESEARCH

401 EUROPE FROM THE FRENCH REVOLUTION TO WORLD WAR I

The French Revolution, the Industrial Revolution, political and social movements of the nineteenth century and the background of World War I. (Offered in 1968-69 and alternate years.)

402 TWENTIETH CENTURY EUROPE

The failure of the Versailles settlement; the collapse of the European economy; the rise of totalitarianism and the crisis of democracy; international relations and World War II; the Cold War and recent problems of Europe. (Offered in 1968-69 and alternate years.)

431, 432 SENIOR SEMINAR, INDEPENDENT STUDY, RESEARCH

Economics and Business

Requirements for Major: (a) 8 courses including Economics 201, 202, 431, 432; (b) Mathematics 102.

Majors are encouraged to enroll for a junior seminar (331, 332) in addition to the required senior seminar.

201, 202 PRINCIPLES OF ECONOMICS

The modern income approach and the neo-classical price approach.

203 INTRODUCTION TO ECONOMICS AND BUSINESS

Designed to acquaint the student with the history and structure of modern American economics and to provide a general knowledge of the various activities of a business, such as production and marketing. (Offered in 1968-69 and alternate years.)

211, 212 PRINCIPLES OF ACCOUNTING

Intended to provide a general knowledge of accounting practices. The theory and construction of financial statements. Laboratory training. (Offered in 1968-69 and alternate years.)

301 HISTORY OF ECONOMIC THOUGHT

Development of economic analysis from early classicism to the modern period. The orthodox movements; classicism, the Marshallian and the post-Marshallian systems, the Austrian school. The opposition: the historical school, institutionalism, Marx, Keynes and their followers.

302 INTERNATIONAL ECONOMY

The regulation of foreign trade. Theoretical analysis, comparative advantages, balance of payments. Foreign trade of the United States, the underdeveloped countries. (Offered in 1967-68 and alternate years.)

311 LABOR ECONOMICS

The development, structure, goals and policies of labor organizations; major issues in labor-management relations; and public policy toward labor unions. (Offered in 1967-68 and alternate years.)

312 MONEY AND BANKING

Functions of money, the currency systems, the exchange equation, and the circulation of money; the Federal Reserve System.

331, 332 SPECIAL TOPICS, INDEPENDENT STUDY, RESEARCH

401 PUBLIC FINANCE

Shifting and incidence of taxation. The countervailing fiscal policy. Federal, state and municipal taxation. (Offered in 1967-68 and alternate years.)

403 INTERMEDIATE THEORY

The theory of games. Linear approach.

411 BUSINESS CYCLES

Statistical observations; theories of growth; modern explanation of cycles. Survey of cycles after 1929. (Offered in 1967-68 and alternate years.)

421 COMPARATIVE ECONOMIC SYSTEMS

Theory of capitalistic society, Marxism, Leninism and the modern Russian economy. (Offered in 1968-69 and alternate years.)

431, 432 SENIOR SEMINAR, INDEPENDENT STUDY, RESEARCH

Education

Students planning careers in secondary education should seek counsel early in their college training to insure proper course planning. Students must major in an academic subject area and should apply for admission to the teacher education program before the conclusion of the sophomore year. Upon successful completion of the program students are eligible for certification from the State of Florida and other states.

PRE-PROFESSIONAL EXPERIENCES I, II

Teaching experience as tutor, teaching assistant, or counselor for the equivalent of one-half day a week for one semester. Individual assignments are made through the office of teacher education. Pre-professional experience II must be performed in a secondary school. Selected collateral readings.

421-424 PROFESSIONAL EDUCATION

An integrated program of professional education built upon the pre-professional experiences. The course of study includes history, philosophy and psychology of education, curriculum, methodology, and ten weeks of student teaching. Prerequisites: Psychology 201, Pre-professional Experiences I and II.

331, 332 SPECIAL TOPICS, INDEPENDENT STUDY, RESEARCH

Individual research projects are regularly offered in reading methodology and library science. Other areas are open for investigation.

431, 432 INDEPENDENT STUDY, RESEARCH

Research projects are regularly offered in reading methodology and library science. Other areas are open to investigation.

Geography

201 WORLD REGIONAL GEOGRAPHY

An introductory survey of the world's people and resources in the setting of space and time. (Offered in 1968-69 and alternate years.)

202 HISTORICAL GEOGRAPHY OF THE UNITED STATES

A study of patterns of settlement and resource utilization in selected areas of the United States. (Offered in 1968-69 and alternate years.)

Political Science

Requirements for a Major: Competency in the following areas—Principles of Government and Politics, American Government and Politics, Political Thought, Modern Approaches to Theory, International Relations, and Foreign and Comparative Political Systems. Each student is required to take a senior seminar. In addition, each student should be familiar with one or two areas of his special interest other than Political Science.

201 PRINCIPLES OF GOVERNMENT AND POLITICS

Provides a basis for informed thinking about public policy. The role of the individual decision-maker, the functions of government, the patterns and institutions that have developed, how a political system calculates its needs and controls its operations. The student learns the difference between descriptive, normative and prescriptive statements.

202 AMERICAN NATIONAL GOVERNMENT AND POLITICS

Theory and practice of modern constitutional democracy through analysis of constitutional foundations, patterns of politics and the structure and functioning of national government in the United States.

301 FOREIGN AND COMPARATIVE POLITICAL SYSTEMS

Formal governmental structures and political processes of Britain, West Germany, and France. (Offered in 1969-70 and alternate years.)

302 FOREIGN AND COMPARATIVE POLITICAL SYSTEMS

Formal government structures and political processes of the Soviet Union and China. Comparisons between these two political systems and that of the United States. (Offered in 1969-70 and alternate years.)

311 WESTERN POLITICAL THOUGHT

Contributions of major political theorists of the Western world to the development of political thought from Plato to Bodin. Arranged chronologically, emphasis is also placed on the examination of such central questions as authority, the role of government and who should rule. Reading of major works of the theorists.

312 WESTERN POLITICAL THOUGHT

A continuation of Political Science 311 from Hobbes to the present.

321 AMERICAN STATES IN THE FEDERAL SYSTEM

The variety and similarities of the 50 states; the partnership and tension between national and state governments. Sharing of responsibilities and innovation. The role of the state as a unit in political parties, legislative maneuver and presidential politics. (Offered in 1969-70 and alternate years.)

331, 332 SPECIAL TOPICS, INDEPENDENT STUDY, RESEARCH

401 AMERICAN FOREIGN POLICY

Formulation and execution of American foreign policy. World pressures on American foreign policy and substantive issues in recent and contemporary policies. (Offered in 1968-69 and alternate years.)

411 INTRODUCTION TO CONSTITUTIONAL LAW

Some major problems of United States' constitutional interpretation and development, with emphasis on reading and analysis of Supreme Court opinions. (Offered in 1969-70 and alternate years.)

412 POLITICS AND POLICY FORMATION IN THE U.S.

Political parties, public opinion, the nominating process, elite communications networks, legislative behavior and presidential decision-making are some of the areas touched upon, with varying emphasis from year to year.

431, 432 SENIOR SEMINAR, INDEPENDENT STUDY, RESEARCH

Physical Education

Ordinarily a two-year program of physical education is required of each student prior to entrance into the junior year. The objective of the course is to develop in the student appropriate attitudes, skills and knowledge for leisure time and recreational activities appropriate to his needs and interests.

The program consists of a two-hour laboratory period each week supplemented occasionally by special lectures and demonstrations. The laboratory period is devoted to individual sports such as archery, fencing, golf, gymnastics, riding, sailing, swimming, tennis, bowling and weight lifting. Each student is expected to attain a certain level of proficiency in four skills and at least one laboratory must be taken in each of the four following groups: Swimming, Boating, Body Development and Recreational Sports.

It should be noted that entering students may receive credit for a skill by demonstrating a proficiency in it. Proficiency tests will be scheduled periodically during the year.

The above requirements may be waived or altered for individual students: upon recommendation of the college physician, upon recommendation of the Director of Physical Education with approval of the Dean of the College, and upon transfer entrance at the junior and senior level.

Psychology

Requirements for a Major: Competence in the following areas: principles of Psychology; processes of Psychology; design, measurement and analysis of psychological and other pertinent variables; an understanding of the historical development of Psychology. In addition each student should be familiar with one or two areas of his special interest other than Psychology.

201 PRINCIPLES OF PSYCHOLOGY

Major concepts, methods and problems involved in the study of human behavior.

202 PRINCIPLES OF INDIVIDUAL BEHAVIOR

Emphasis on the processes which contribute to personality.

301 PSYCHOLOGICAL MEASUREMENTS

The construction, administration and interpretation of group and individual tests of intelligence, personality, interests and achievement. Laboratory training. Prerequisite: Mathematics 102.

302 BEHAVIORAL DISORDERS

Origins, classifications, care and treatment of the common behavioral disorders. (Offered in 1968-69 and alternate years.)

311 CHILD PSYCHOLOGY

Basic psychological principles in the study of the child from birth to puberty. (Offered in 1967-68 and alternate years.)

312 SOCIAL PSYCHOLOGY

The influence of social variables on the behavior of the individual; social perception, language, attitudes, propaganda; social problems. (Offered in 1967-68 and alternate years.)

321 EXPERIMENTAL PSYCHOLOGY

Scientific methodology, critical evaluation of classical and contemporary research particularly in motivation, learning and perception. Some opportunity for individual research.

331, 332 SPECIAL TOPICS, INDEPENDENT STUDY, RESEARCH

401 PERSONALITY THEORY

Theories of personality examined in the light of recent research. (Offered in 1967-68 and alternate years.)

402 BUSINESS AND INDUSTRIAL PSYCHOLOGY

Psychological procedures in employment selection, training, efficiency and human relations. (Offered in 1968-69 and alternate years.)

411 SYSTEMS OF PSYCHOLOGY

Integrative theories, including structuralism, functionalism, behaviorism, hormic psychology, Gestalt psychology and psychoanalysis. (Offered in 1967-68 and alternate years.)

412 PHYSIOLOGICAL PSYCHOLOGY

Physiological correlates of behavior. Special emphasis on the nervous system. (Offered in 1967-68 and alternate years.)

422 ADVANCED EXPERIMENTAL PSYCHOLOGY

Critical evaluation and design of research: crucial experiments and controversial issues; individual research. (Offered in 1967-68 and alternate years.) Prerequisite: Mathematics 102.

431, 432 SENIOR SEMINAR, INDEPENDENT STUDY, RESEARCH

Sociology and Anthropology

Requirements for a Major: (a) Sociology 201, 202, 401 and five additional courses; (b) Mathematics 102 for those contemplating graduate work in Sociology.

201 GENERAL ANTHROPOLOGY

An understanding of the concept of "culture," how human society operates in context of primitive social institutions and an introduction to physical anthropology and archeology.

202 PRINCIPLES OF SOCIOLOGY

The study and application of major sociological concepts, social processes, institutions, structure and group relations.

204 MODERN SOCIAL PROBLEMS

Analysis of selected contemporary social problems in the United States. Students are introduced to current sociological literature, research and the role of sociology in confronting such issues.

301 SOCIOLOGY OF MARRIAGE

The study of processes leading to the institution of marriage in American society, the structure and significant changes in the pattern of family life. Some comparative analyses. (Offered in 1967-68 and alternate years.)

302 SOCIAL WORK

A survey of the fields and methods of social work.

311 MINORITIES

Problems associated with identification of minority groups – social, religious, ethnic. (Offered in 1968-69 and alternate years.)

312 CRIMINOLOGY

The nature, causes, prevention of crime and the treatment of criminals. (Offered in 1968-69 and alternate years.)

321 THE COMMUNITY

Contemporary rural and urban life. An introduction to human ecology and demography. (Offered in 1967-68 and alternate years.)

322 CULTURE AND PERSONALITY

The study of the field of psychological anthropology, its nature and its methods, and of comparative complex societies and the national character. (Offered in 1967-68 and alternate years.)

323 RESEARCH DESIGN AND APPLICATION

Systematic consideration of behavioral sciences research design concepts and techniques, with selected application each year in different research situations. (Offered 1967-68 and alternate years.)

331, 332 SPECIAL TOPICS, INDEPENDENT STUDY, RESEARCH

401 SOCIAL THEORY

Systematic analysis of major contributions to the field of sociological thought since Comte.

411, 412 FIELD EXPERIENCE IN SOCIAL WORK

Field experience and observation under the supervision of professionally qualified social workers in selected local agencies. Must be taken for full year and counts as one course. Prerequisite: Sociology 302.

431, 432 SENIOR SEMINAR, INDEPENDENT STUDY, RESEARCH

THE DIVISION OF MATHEMATICS AND THE NATURAL SCIENCES

The Division offers majors in biology, chemistry, mathematics and physics plus divisional (inter-disciplinary) majors for pre-medical, pre-dental and medical technology programs. Information concerning specific course requirements for divisional majors can be obtained from the admission office.

Mathematics

Requirements for a major: Eight courses beyond Mathematics 202.

101 FINITE MATHEMATICS

Logic, set theory, permutations and combinations, probability theory, vectors and matrices, linear programming and the theory of games.

102 ELEMENTARY STATISTICS

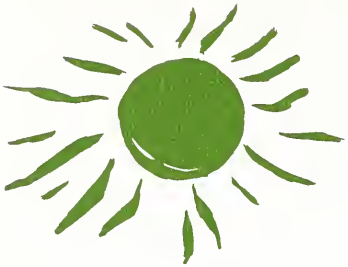
Discrete and continuous distribution functions, sampling, distributions, statistical inference, regression and correlation.

111, 112 PRINCIPLES OF MATHEMATICS

Logic, sets, ordered fields, and elementary functions, analytic geometry and calculus.

199, 200 ONE-VARIABLE CALCULUS WITH ANALYTIC GEOMETRY

Plane analytic geometry integrated with calculus of algebraic and transcendental functions of a single variable; formal integration and applications, infinite series. Prerequisite: Trigonometry.



201, 202 LINEAR ALGEBRA AND CALCULUS OF SEVERAL VARIABLES

Abstract vector spaces, linear transformations, matrices, determinants, vector calculus, the differential, inverse functions, iterated and multiple integrals. Prerequisite: Mathematics 200.

301, 302 DIFFERENTIAL EQUATIONS AND ADVANCED CALCULUS

Topics for advanced calculus which bear particularly upon differential equations. Major emphasis is upon both linear and non-linear differential equations, including series solutions, numerical methods, existence theorems, stability considerations, and an introduction to partial differential equations. Prerequisite: Mathematics 202.

311, 312 ABSTRACT ALGEBRA

Topics from groups, rings, fields, vector spaces, matrices. (Offered in 1968-69 and alternate years.) Prerequisite: Consent of professor.

321, 322 REAL ANALYSIS

A study of the real number system, elements of point set theory, limits and continuity, partial differentiation, Riemann-Stieltjes integration, multiple integrals and line integrals, vector analysis, sequences of functions, Fourier series. (Offered in 1967-68 and alternate years.) Prerequisite: Mathematics 202, or consent of professor.

331, 332 SPECIAL TOPICS, INDEPENDENT STUDY, RESEARCH

Typical topics: Modern geometry, probability and statistics, history and foundations of mathematics. Prerequisite: Consent of professor.

411, 412 TOPOLOGY

Elementary point set topology including metric spaces, compactness, connectivity and the separation axioms. Introduction to algebraic and combinational topology including the fundamental group, covering spaces, complexes. (Offered in 1967-68 and alternate years.) Prerequisites: Mathematics 202 or consent of professor.

421, 422 COMPLEX ANALYSIS

Fundamental properties of complex numbers; analytic functions, differentiation and integration theorems, conformal mapping. Taylor and Laurent series, applications to boundary value problems. (Offered in 1968-69 and alternate years.) Prerequisite: Consent of professor.

431, 432 SENIOR SEMINAR, INDEPENDENT STUDY, RESEARCH

Biology

A major in biology will ordinarily be satisfied by demonstration of basic knowledge and understanding of the history, methods, and principles of plant and animal morphology, taxonomy, physiology, embryology, genetics, evolution, and ecology. A commensurate level of comprehension will normally also be expected in the supportive fields of mathematics, chemistry, and physics.

103, 104 GENERAL BIOLOGY

Provides an understanding of and appreciation of biological mechanisms and principles through critical analysis of life processes and synthesis of basic facts and concepts. The nature of living matter, the cell and protoplasm, metabolism, reproduction, development, inheritance, the organism and its environment and evolution. Lecture 3 hours; laboratory 3 hours.

201 COMPARATIVE VERTEBRATE BIOLOGY

A study of the structure and evolutionary development of the organs and systems of representatives of the phylum Chordata. Morphology in relation to classification, mode of life and adaptation to the environment. Lecture 2 hours; laboratory 6 hours. Prerequisite: Biology 103, 104.

202 VERTEBRATE EMBRYOLOGY

The study of the development of the vertebrate body from single-celled egg to hatching or birth. The formation of organ-systems and the experimental approach to animal development. Lecture-discussion 2 hours; laboratory 6 hours. Prerequisite: Biology 201.

211 THE PLANT KINGDOM

A survey of the plant kingdom with emphasis on structure, reproduction, and evolution of representative types of all major groups of plants. Laboratory includes field collections and detailed study of selected specimens. Lecture-discussion 3 hours; laboratory 3 hours. Prerequisite: Biology 103, 104.

302 PLANT PHYSIOLOGY

Investigations into photosynthesis, plant response mechanisms, nutrition and other plant functions. Lecture-discussion 3 hours; laboratory 3 hours. Prerequisites: Biology 103, 104, 211.

311 GENETICS

Fundamental principles of inheritance and the molecular biology of the gene. In the laboratory, experiments are conducted in both classical and molecular genetics. Included are studies on the induction of mutations, gene function and gene regulation. Lecture-discussion 2 hours; laboratory 4 hours. Prerequisite: Biology 103, 104 and Mathematics 101 or consent of professor.

312 ECOLOGY

Physical, chemical, and biological interrelationships in a natural community. Environment factors, populations, the community concept, traffic in energy and biogeochemical cycles, and social organizations of animal groups. Field work essentially aquatic in nearby freshwater lakes and gulf bays. Lecture-discussion 3 hours; laboratory 3 hours. Prerequisite: Biology 103, 104.

321 INVERTEBRATE ZOOLOGY

A study of the structure, function, and interrelations of invertebrate animals. Laboratory includes field collections and detailed study of living and preserved specimens. Lecture-discussion 2 hours; laboratory 6 hours. Prerequisite: Biology 103, 104.

331, 332 SPECIAL TOPICS, INDEPENDENT STUDY, RESEARCH

341 SUMMER RESEARCH

Supervised original research in biology of marine organisms, aquatic ecology, genetics, and other areas. (By arrangement)

401 BIOLOGY OF CELLS AND TISSUES

A survey of the structure, ultrastructure, and function of cells and tissues, including critical study of prepared slides, electron-micrographs, and histophysiological methods. (Offered by arrangement or independent study.) Prerequisite: Biology 103, 104.

402 GENERAL AND COMPARATIVE PHYSIOLOGY

An integrated study of the basic principles of physiology with emphasis on the evolution of animal processes in relation to the environment. Lecture-discussion 3 hours; laboratory 3 hours. Prerequisite: Biology 103, 104; Chem. 111, 112.

431, 432 SENIOR SEMINAR, INDEPENDENT STUDY, RESEARCH

Chemistry

Students may demonstrate competence in chemistry at either of two distinct levels. One level is for those interested in secondary school teaching or immediate entry into chemically oriented careers and is based upon one year each of introductory chemistry, organic chemistry, physical-analytical chemistry, mathematics and physics. The other level is for those interested in continuing their study of chemistry at the graduate level and is based upon additional advanced study in the above areas.

All seniors are involved in seminar and may be invited to undertake a thesis. German or Russian is recommended for the language requirement.

111, 112 INTRODUCTORY COLLEGE CHEMISTRY

Introduction to modern concepts and principles of chemistry including atomic and molecular structure, bonding, periodic relationships, stoichiometry, chemical equilibria, chemical kinetics, thermodynamics and thermochemistry and discussions in terms of these concepts and principles. Laboratory work is largely quantitative in nature. Lecture 3 hours; laboratory 4 hours.

221, 222 ORGANIC CHEMISTRY

Aliphatic and aromatic carbon compounds. Emphasis on structural theory and reaction mechanisms as they influence synthetic methods. Laboratory Techniques are illustrated with standard-taper equipment. Lecture 3 hours; laboratory 4 hours. Prerequisite: Chemistry 112.

341 CHEMICAL EQUILIBRIA

Elementary thermodynamics, homogenous and heterogenous molecular equilibria, ionic equilibria, electrochemistry, separations, analyses, fundamental instrumental techniques and chemical kinetics. Lecture 4 hours; laboratory 8 hours. Prerequisite: Chemistry 112; Physics 202; Mathematics 200.

342 MOLECULAR STRUCTURE

Kinetic molecular theory, elementary quantum mechanics, atomic and molecular structure, condensed states of matter, electromagnetic dispersion and radiochemistry. Lecture 3 hours; laboratory 4 hours. Prerequisite: Chemistry 341.

352 INSTRUMENTAL ANALYSIS

Laboratory applications and theory of polarimetry, polarography, spectrophotometry, gas chromotography, radiation scattering, radiotracer methods and electrogravimetry. Lecture 2 hours; laboratory 8 hours. Prerequisite: Chemistry 341.

411 ADVANCED INORGANIC CHEMISTRY

Lectures or seminars stressing the properties and reactions of elements and compounds in terms of modern concepts of bonding, structure and mechanism. Laboratory work in inorganic synthesis. Lecture 3 hours; optional laboratory 4 hours. Prerequisite: Chemistry 341.

421 QUALITATIVE ORGANIC ANALYSIS

The separation, purification and characterization of organic compounds. Illustration of the use of functional-group analysis and spectrophotometric methods in the proof of structure for organic compounds. Lecture 2 hours; laboratory 8 hours. Prerequisite: Chemistry 222, 342.

422 ADVANCED ORGANIC CHEMISTRY

Lectures and seminars concerning structural theory and electron distribution on reaction mechanisms and molecular rearrangements. Laboratory work illustrating organic synthesis and research techniques. Lecture 2 hours; optional laboratory 3 hours. Prerequisite: Chemistry 222, 342.

431, 432 SENIOR SEMINAR, INDEPENDENT STUDY, RESEARCH

442 ADVANCED PHYSICAL CHEMISTRY

Lectures and seminars in areas of special interest including quantum mechanics, nuclear chemistry, surface phenomenon, proteins and high polymers. Lecture 3 hours. Prerequisite: Chemistry 342.

Physics

Requirements for a Major: (a) Competence in Physics 201, 202, 301, 302, 321, 322, 401, 402, 421, 422, 431, 432, (b) Mathematics 302.

201, 202 GENERAL PHYSICS

The basic concepts and theories of physics on an introductory level. Includes the classical theories of mechanics, thermodynamics, electricity and magnetism, along with the concepts of modern physics. Lecture 3 hours; laboratory 3 hours. Prerequisite: A basic knowledge of calculus.

301, 302 MODERN PHYSICS

Development of the concepts and theories of contemporary physics emphasizing electronics, atomic and nuclear physics based on the quantum theory and relativity. Lecture 3 hours. Prerequisite: Physics 201, 202 and Mathematics 201, 202. Co-requisite: Mathematics 301, 302.

311 ELECTRONICS

Theory and application of electronics circuits and instruments. Lecture 3 hours, laboratory 3 hours. (Offered in 1968-69 and alternate years.) Prerequisite: Physics 201, 202.

312 MOLECULAR AND SOLID STATE PHYSICS

A study of the properties and structures of molecules, gases and solids based on the quantum theory. Lecture 3 hours. (Offered in 1968-69 and alternate years.) Prerequisite: Physics 301 and 311.

313 ELECTROMAGNETIC RADIATION

A general treatment of classical waves including refraction, interference, diffraction, and polarization. Lecture 3 hours; laboratory 3 hours. (Offered in 1967-68 and alternate years.) Prerequisite: Physics 201, 202.

314 THERMODYNAMICS AND STATISTICAL MECHANICS

A generalization of the concepts of heat, work, energy, temperature and entropy as applied to many particle systems. Lecture 3 hours. (Offered in 1967-68 and alternate years.) Prerequisite: Physics 301.

321, 322 INTERMEDIATE LABORATORY

A series of intermediate level experiments in modern physics, electrical measurements and laboratory techniques. Laboratory 3 hours for 321, 6 hours for 322. Both 321 and 322 must be taken for one course credit.

331, 332 SPECIAL TOPICS, INDEPENDENT STUDY, RESEARCH

401 CLASSICAL THEORETICAL MECHANICS

The dynamics of particles, systems of particle and rigid bodies using vector methods. Lecture 3 hours. Prerequisite: Physics 201, 202, Mathematics 301, 302.

402 ELECTRICITY AND MAGNETISM

Principles of static and dynamic electric and magnetic fields using vector methods. Lecture 3 hours. Prerequisite: Physics 401.

421, 422 ADVANCED LABORATORY

A series of more advanced experiments and research techniques in modern physics including design and construction of equipment and participation in research projects. Laboratory 3 hours for 421, 6 hours for 422. Both 421 and 422 must be taken for one course credit.

431, 432 SENIOR SEMINAR, INDEPENDENT STUDY, RESEARCH.

East Asian Area Studies

Requirements for a Major: (a) Chinese Language 101-102, 201-202, 301-302; (b) East Asia Studies 201-202, 431-432, and four additional courses. Ordinarily the four selected courses should provide an emphasis in either the Social Sciences or the Humanities. (To be offered beginning in 1967-68.)

201 CHINA BEFORE 1842

A basic introductory course of Chinese history from the earliest times till the formal opening of China to the West. Special attention is given to the development of political, social, religious, and intellectual institutions and traditions.

202 CHINA FROM 1842 TO THE PRESENT

A continuation of History 201 with more emphasis on the transformation and modernization of China in recent times.

302 COMPARATIVE POLITICAL SYSTEMS: U.S.S.R. AND CHINA

303 CULTURAL ANTHROPOLOGY OF THE EAST

304 SOCIAL INSTITUTIONS OF CHINA

321 PHILOSOPHY OF ASIA

322 RELIGIONS OF ASIA

331 ECONOMICS OF DEVELOPING NATIONS

341, 342 LITERATURE OF THE EAST

351, 352 HISTORY AND CRITICISM OF EASTERN ART

401 AMERICAN FOREIGN POLICY

431, 432 SENIOR SEMINAR, INDEPENDENT STUDY, RESEARCH

Calendar of Events

1968-1969

August 30	Orientation period: incoming freshmen should arrive on campus before noon
August 31	Dormitories open to upperclassmen at noon
September 2	Independent study examinations and re-examinations
September 3	Fall Semester commences at 8 a.m.
	Convocation
October 14-17	Mid-Semester examination period
October 18-20	Fall Recess
November 6-7	Meeting of Board of Trustees
November 28	Thanksgiving Day; no classes
December 10	Fall Semester classes end at 4:00 p.m.
December 12	Fall Semester Examination period commences at 8:30 a.m.
December 19	Fall Semester ends and Christmas Recess commences at noon
December 20	Dormitories closed at noon
January 2	Dormitories reopen at 8:00 a.m.
January 3	Winter Term commences at 8 a.m.
February 1	Winter Term ends
February 3	Spring Semester commences at 8 a.m.
March 17-20	Mid-Semester Examination Period
March 29	Spring recess commences at noon; dormitories closed
April 7	Dormitories reopen at 8 a.m.
April 8	Spring recess ends and classes begin at 8 a.m.
April 16-17	Meeting of Board of Trustees
May 20	Spring Semester classes end at 4 p.m.
May 22	Spring Semester examination period commences at 8:30 a.m.
May 29	Spring Semester ends
June 1	Baccalaureate
June 1	Meeting of the Board of Trustees
June 2	Commencement
	Dormitories closed at 10 p.m.
June 23-August 2	Summer School

Scholarships

Anonymous Scholarship Fund
The John E. Bryan Memorial Scholarship Fund
Cecil V. Butler Scholarship Fund
Charter Alumni Scholarship Fund
College Achievement Scholarship Fund
College Honor Scholarship Fund
Charles Creighton Scholarship Fund
Carl Peter Damm Memorial Scholarship Fund
Gulf Life Insurance Company Scholarship Fund
Herbert and Gertrude Halverstadt Foundation Scholarship Fund
Robert Hamilton Scholarship Fund
Hope Presbyterian Church, Winter Haven, Scholarship Fund
Wyndel T. Hubbard Founding Class Scholarship Fund
Albert F. and Katherine F. Lang Scholarship Fund
Mrs. Frederick Leighton Scholarship Fund
Alfred McKethan Scholarship Fund
Mr. and Mrs. George F. McMillan Scholarship Fund
Emily A. and Albert W. Mathison Scholarship Fund
Ira and Jean Morris Scholarship Fund
National Merit Scholarship Corp. Fund
The Rev. Silas E. Persons, D.D., Scholarship Fund
R. A. Ritter Scholarship Fund
William G. and Marie Selby Foundation Scholarship Fund
Milton Roy Sheen Memorial Scholarship Fund
Mr. and Mrs. Bert Smith Scholarship Fund
Robert and Ruth Stevenson Scholarship Fund
William Bell Tippetts Memorial Scholarship Fund
J. J. Williams Scholarship Fund
John W. Woodward Memorial Scholarship Fund

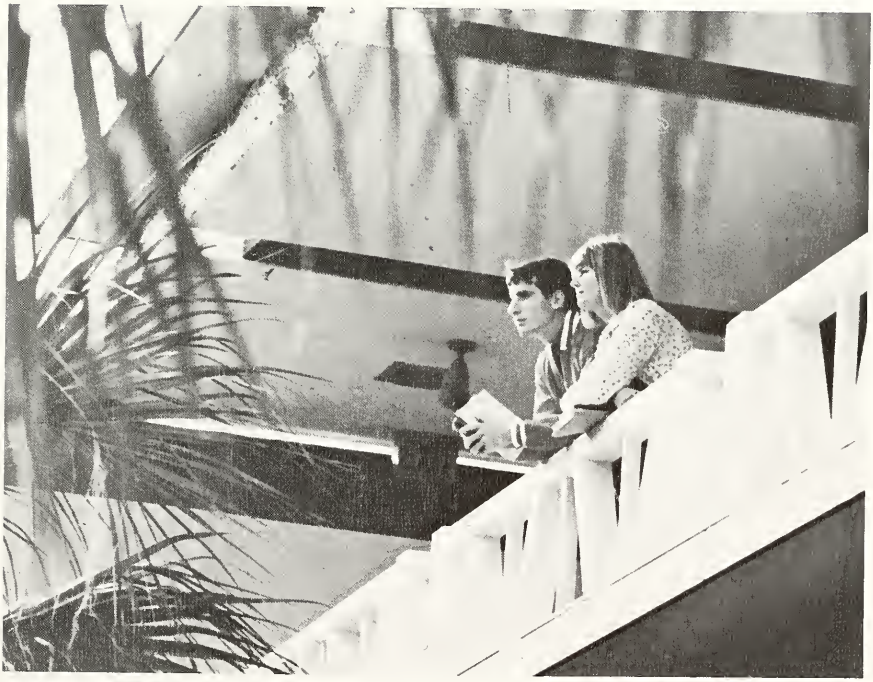
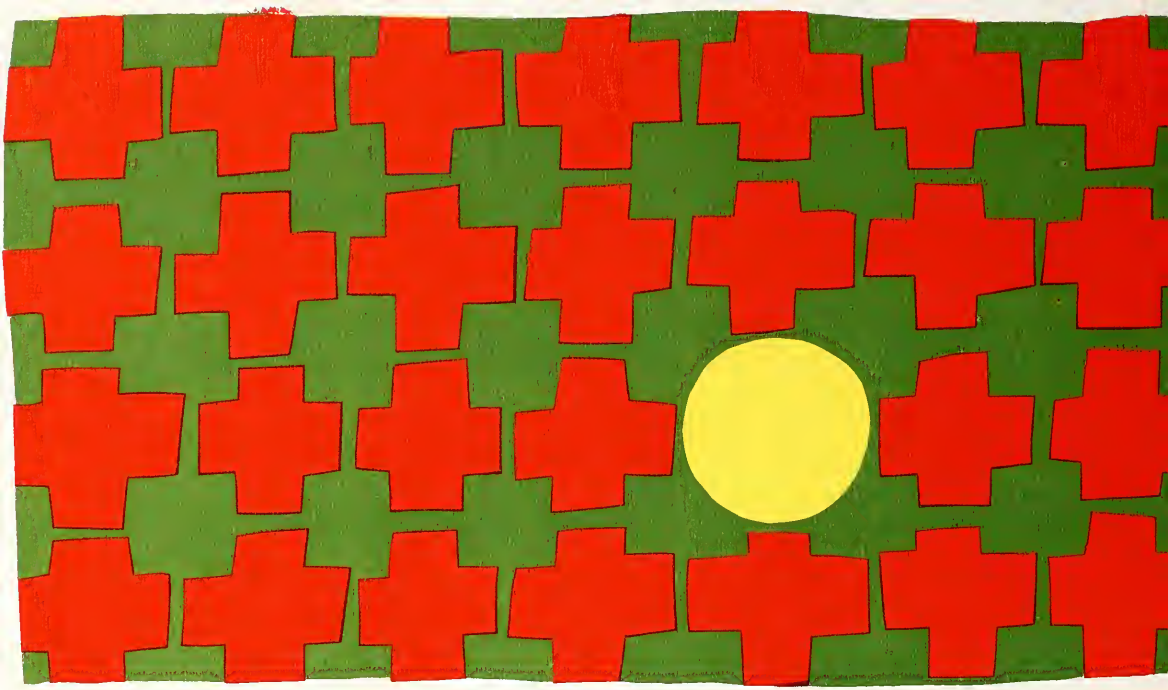
Loans

Gene Samuel Cain Short Term Loan Fund
Bonnie Heath Family Loan Fund
Eunice D. and Elmer L. Lawley Loan Fund
Norman Michaelson Loan Fund
L. Allen Morris Loan Fund
Mary and Frances Moss Student Loan Fund
Martha Mann Murphy Loan Fund
William G. and Marie Selby Foundation Loan Fund
David Sloan Family Loan Fund
Frank K. Smith Memorial Loan Fund
Student Loan Fund
Lewis C. Tenney Memorial Loan Fund
William Bell Tippetts Memorial Loan Fund
John B. Turner Loan Fund
Lawrence Wick Short Term Loan Fund
R. V. Wick Loan Fund

Resumé

The basic goal of the *quality,* liberal arts education offered at Florida Presbyterian College is to open new horizons to its students. Its emphasis is on growth and individual attainment. It endeavors, in every aspect, to encourage creative action and the power of decision on the basis of informed and thoughtful judgment, consciously pursued. The young men and women who attend this college must possess an eagerness to learn, a desire to grow physically, intellectually and spiritually, and have a willingness to accept much of the responsibility for their own learning.

Florida Presbyterian College has a deep concern for its students and seeks in every way through its faculty and facilities to stimulate the realization of individual potential and to inculcate the seriousness of the student's vocation. In the guidance of student development, the college encourages its students, as subjects of the learning process, to be emotionally independent, to think for themselves, to exercise as citizens of a democratic society their right and duty of personal judgment. As individuals, the students are challenged to have the strength to stand in solitary responsibility lest they become molded into personalities without purpose or identity which reflect only the wishes of others and who change with every new prevailing circumstance. It plans to confront them with the conflicts of culture and to arouse within them the feelings of anxiety that should intensify their search for meaningful and applicable values and aid them in evolving an understanding of themselves and their studies in relation to culture, creation and the Ultimate.

As a Christian institution of higher learning, Florida Presbyterian College acknowledges as its primary search "the knowledge of God and knowledge of ourselves as revealed in Jesus Christ." It purposes to nurture the beliefs and attitudes that are central to the Christian interpretation of man, to employ faith as a probing and vitalizing force and not as a substitute for mental lethargy, and to inspire a strong sense of Christian moral obligation for involvement and leadership in local and global events.

Florida Presbyterian College maintains a unified academic community in which each member's recognition and security depends on the pursuit and attainment of scholarly interests and Christian relationships. Here learning is regarded as personal because of the realization that knowledge comes through others . . . of differing as well as similar backgrounds and pursuits. All methods for the establishment of truth in every aspect of life are employed to provide insights and skill which train and excite the intellect and emotions for creative and imaginative expression. Freedom of thought is cherished, unfettered by arrogant assertions of opinion and pious devotion to blind tradition. It fosters a setting in which the respect for human dignity and the firmness in exercising moral responsibility is supported by the belief that humanity was created by God for one great cooperation.